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THE PEDAGOGICAL SYSTEM OF PREPARING BOYS FOR FAMILY RELATIONSHIPS IN GENERAL SECONDARY SCHOOLS

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Abstract. Following article deals with the pedagogical system of preparing boys for family relationships in general secondary schools. The scientific research of pedagogical psychologists is based on the importance of developing a pedagogical system of preparing boys for family relationships in schools where the scientific and cultural heritage of the great thinkers of the East has been studied, analyzed, and generalized. Psychological, gender, legal, medical, social, religious and educational, ideological, sexual, personal culture, conflict resolution, physical education and sports, housekeeping, dress code, family traditions are effective tools in preparing a boy for family relations. The model of preparing boys for family life has been developed as well. Within each direction of the model, there is also a specific branching, which is because they determine the content of the working methods within each direction. In the process of general education, the organization of trainings for the preparation of boys for family relationships, the use of various exercises, methods of interactive methods have been developed and put into practice. Adolescence is a sensitive period for strengthening the motivational positions of building a family relationship, preparing for sexual-role behavior in the family and optimizing the communicative sphere of the future family man. One of the main new structures of this period is the conscious construction of life plans, including the discovery and strengthening of the "I", the development of individuality, understanding of its characteristics, reflection, empathy, communication and future family life.

抽象的。下面的文章涉及在普通中学为男孩准备家庭关系的教学体系。教育心理学家的科学研究是基于发展一个教育系统的重要性，让男孩在学校里为家庭关系做好准备，在这些学校里，东方伟大思想家的科学和文化遗产得到了研究、分析和概括。心理、性别、法律、医疗、社会、宗教和教育、意识形态、性、个人文化、冲突解决、体育和运动、家政、着装规范

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、家庭传统是让男孩为家庭关系做好准备的有效工具。还开发了为男孩准备家庭生活的模式。在模型的每个方向内，也有一个特定的分支，这是因为它们决定了每个方向内的工作方法的内容。在通识教育过程中，组织了男孩为家庭关系做准备的培训，各种练习的使用，互动方法的方法已经发展并付诸实践。青春期是加强建立家庭关系的动机位置，准备在家庭中的性角色行为和优化未来家庭男人的交际范围的敏感时期。这一时期的主要新结构之一是有意识地构建生活计划，包括“我”的发现和强化、个性的发展、对其特征的理解、反思、同理心、沟通和未来的家庭生活。

1 Introduction

A number of world-leading universities including the Australian Institute of Family Studies, Seoul National University, South Korea, Moscow State University (M.V. Lomonosov Moscow State University, Russia), Northeastern University in Boston made researches on the system of preparing boys for family relationships. Researchers from the University of Chester (BSc), Boston, USA, and the University of Munich (LMU, Germany) have been paying special attention to prepare young people for family relationships. According to the results of scientific research of foreign pedagogical psychologists, unpreparedness for family relationships leads to a change in attitudes to family relationships, changes in the value system, as well as readiness for family relationships are important in the criteria of personal maturity.

Today, it consists of the development and research of important components of preparation for family relationships and effective ways to develop readiness for family relationships. In accordance with the Resolution of the Cabinet of Ministers of December 31, 2020 "On measures to further develop the institution of the family and prepare young people for family relationships", centers for training young people in family relationships will be established. (1)

Psychological readiness for attitude and systematic training on issues of strengthening spiritual and moral values.

It should be noted that the family has always been the most sacred and honorable place in our country, and it is the high duty and responsibility of our ancestors to bring up mature and perfect people for society. For centuries, our people have never been indifferent to the issue of paying special attention to the upbringing of children in the family.

However, in today's world, where different lifestyles and ideas are in fierce competition, the rapid information changes, communication innovations that come into our lives, in such a complex situation, we can use the high human traditions of our families for centuries, enriching them with modern traditions. , we need to teach them to awaken feelings of humanity, faith, to feel the responsibility to the family, to understand the complex aspects of family life, to prepare to overcome any difficulties. And it is important to pay attention to the fact that this work is carried out on a regular basis, even in the family, neighborhood, and school education process.

For example, the school stage plays a special role in preparing a child for life and family relationships. At school, the child acquires knowledge, skills, abilities, as well as prepares

for a large family in different ways. Our observations show that today the general secondary education system does not pay enough attention to preparing children, especially boys, for family relationships.

Along with the family environment, general secondary school and the educational process play an important role in preparing the younger generation for family relationships. Because children take life lessons at school while learning subjects.

Today, the problem of preparing boys and girls for family relationships in secondary schools, especially for boys, is becoming more urgent.

2 Materials and methods

1.1. Literature review

While studying the scientific and cultural heritage of the great scholars of the East, they provide valuable insights into the rules of family life, the culture of interpersonal relationships, attention to child rearing, the specifics of the relationship between men and women, the norms of human qualities. We see that it is a scientific and cultural heritage based on the unity of the epic (Uzbek folk proverbs, fairy tales, epics, legends, legends).

In the oral works and epics of the Uzbek people, courage, honesty, humility, trust, devotion to love, friendship, justice, diligence, solidarity, moderation, beauty, wisdom, faith, respect, protection of family honor and pride, love of homeland, kindness aspiration, honest and clean living are valued as human priorities. This reality is vividly illustrated by the lifestyle of a number of Uzbek folk heroes, such as Alpomish, Kuntugmish, Gorogly, Oysuluv, Layli and Majnun, Yusuf and Zulayho. Most importantly, "In ancient epics, women and men are portrayed as individuals with equal social status, and

women are portrayed as courageous as their husbands". (10)

Human qualities such as mutual study, love and marriage, loyalty and devotion to love, family harmony, constant attention and responsibility for the upbringing of children have remained as a characteristic feature of the peoples of Central Asia, especially the Uzbek tribes and ethnic groups.(14)

Our sacred religion, Islam, which is the basis for a certain period in the history and culture of the peoples of Central Asia, the Qur'an and the Hadith, which are its main sources, also contain valuable information and Shari'ah laws on all aspects of family life and marital relations.

The role of the husband and wife in the family is clearly stated in the Holy Qur'an. According to Sharia law, the husband is primarily responsible for all the financial and moral aspects of the family, protecting it from any attacks from the outside. In return, he is considered the head of the family because of the qualities that are a virtue for a man, such as hard work and entrepreneurship in the household. A good wife is a pious woman who builds her husband's house and is faithful to him for a lifetime. (15) In fact, it is appropriate to cite many exemplary examples from the Qur'an that are specific to couples or their family relationships.

Before the introduction of Islam in the territory of ancient Uzbekistan, the issue of marriage and family duty was also important in Zoroastrianism, which was the sacred religion of our ancestors. According to the Avesta, a man is primarily meant to be materially and spiritually strong and energetic in order to marry.

The issues of family life and its relations are widely covered in a number of works of Abu Ali ibn Sina (980-1037), such as "Encyclopedia", "Risoi Ishq", "Laws of Medicine",

"Household", Central Asia's ethics, educational psychology, has a special place in the world of philosophy and medicine. Ibn Sina highlights the various and important aspects of family relations, emphasizing that first of all, the husband must have both theoretical and practical knowledge about the educational work in the family, so that he can be a real head of the family.

"Qobusnoma" by Kaykovus (written in 1082-1083) is famous among the peoples of the East for its exemplary and vital teachings. The "Qobusnoma" contains valuable information about love, the norms of a couple's relationship with each other, "In the remembrance of love and its habits," "In the remembrance of marriage". "My child, if you want to get married, keep your dignity. Do not deprive your wife and children, even if the property is precious. But keep the wife pure in heart, and the child obedient and kind. This is in your hands" (12; 58). At this point, it is warned that it is up to the husband to treat the wife in a specific way.

"If you are not jealous of your wife, she will treat you sincerely. She will be kinder to you than your parents and children, and you will not find anyone more friendly to him. If you show her jealousy, she will be more hostile to you than a thousand enemies, and she will be hated by a foreign enemy, but she will not be hated" (12; 85). It provides vital insights into the causes and factors that lead to the formation of conflicts in a couple's relationship.

Abdurauf Fitrat is one of the great representatives of Turkestan Jadidism, in his book "Family", it is necessary to pay special attention to four other things in order for a young man to marry: wealth, lineage, beauty and faith. "The property (genealogy) and lineage of the husband and wife who dream of marriage must be approximately the same. Otherwise, the

husband and wife will not be equal to each other and will always suffer for their lives" (10; 23).

As can be seen, the issues of preparing boys for marriage and the compatibility of marital relations were given special attention by Eastern thinkers and enlightened intellectuals.

2.2. Research Methodology

In the process of school education, it is important to pay attention to the formation of knowledge about family values in the successful organization of the process of preparing boys for family relationships. Knowledge of value is directly related to their personal experiences and influences the formation of a system of perceptions. Lack of knowledge about this or that object or event indicates a lack of imagination.

Adolescence is the most favorable period in the formation of family perceptions, and in most cases the dominance of the sexual component in the development of a person during this period is combined with his desire to start a family.

Student's study period usually covers the period from 17 to 23 years. It is during this period that young men must have developed a certain set of ideas about life and its values, and a clear position of citizenship. Another important aspect of this period is that family and marriage institutions are formed in the minds of young people within the framework of ideas about the family and its values. The beginning of this period – the period of readiness for family relations at the age of 17 – is just beginning, and under the influence of this phenomenon, a social attitude towards the family and marriage will begin to take shape.

Basically, the period between the ages of 17 and 23 is an acceptable period for boys and girls to care for each other, to form perceptions about gender-related relationships and family

lifestyles. Student years, for many youth is the period that they have to perform a large number of physical, mental, moral, and volitional tasks. Youth think about their future, make their own life plans, and choose their own path. The transition period of youth (18, 25, 30 years) is especially noticeable in the significant changes of the individual in society, in production and in the sphere of personal life.

Strengthening every emerging family should, first of all, teach the young generation about marriage, its culture and spirituality, its worthy place in society, as well as the secrets of its management. The parent is unconditionally responsible for the upbringing of the child in the family. Therefore, the maturity of each child, his future is in the hands of these family leaders. Among the number of moral, physical, aesthetic, ecological and similar educational processes in each family, the leading role of economic education leads to a certain growth of society. In the family, children should be taught to live with the future, while preparing them for an independent family relationship. Because the boy who grows up in every family will become the head of that family tomorrow, he can be the pillar of this family. Children learn in the family the benefits of a good family life, child rearing, housekeeping, proper distribution of the family budget and its composition. It is the duty of each of us to nurture every growing youth as the masters of tomorrow. Practical psychologists in particular are more responsible in this regard. Because youth find it acceptable to tell their individuality only to a psychologist who is a reliable person, to share with them. Therefore, it is advisable for professional psychologists working at the school to prepare themselves for today's problems and solutions of young people.

Therefore, in the process of in-class and out-of-class activities in general secondary schools, it is necessary to prepare boys and girls for independent family relationships, as well as to teach them to live with the future. Because the person who grows up in every family will become the head of that family tomorrow, he can be the pillar of this family. It will have to form the family's well-being benefits, such as the cost of raising children, managing the household, and the proper distribution of the family budget and its composition.

Within the pedagogical aspects of preparing young people for family marriage, the culture of interaction and interaction of the same groups, "couple", "mother-child", "parent-child", "parent-parent", is based on national values and universal values, and special emphasis on the formation gives an effective result.

Psychological, gender, legal, medical, social, religious and educational, ideological, sexual, personality culture, conflict resolution, physical education and sports, housekeeping, dress code, family traditions are effective tools in preparing a boy for family relations.

The following system can be recommended as a model for preparing boys for family life, family relationships, and thus achieving a modern family:

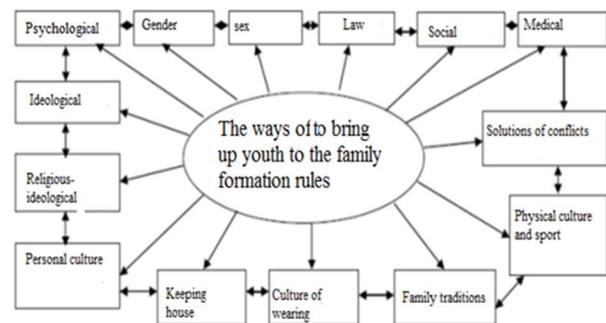


Fig.1. The ways of to bring up youth to the family formation rules

Within each direction based on this model, there is a specific branching, which determines the content of the methods of work within each direction.

The content of networking within the routes can be considered separately:

Psychological: knowledge of human psychology; to be able to distinguish psychological types, to master the factors of psychological interaction, to protect themselves from psychological oppression, to know the psychology of family psychology and family relationships, to study the psychological situations between parents and children, conflicts between generations and their solutions, to master the secrets of psychological balance.

Gender: gender equality in the family, understanding the differences between the sexes, gaining knowledge from gender education, understanding the essence of the concept of gender, knowledge of issues of gender education, understanding the laws of gender protection.

Law: correct understanding of the rights and obligations of family members, giving knowledge that guarantees of husband and wife rights, proper use of benefits provided by the legal system of family law, harmonization of families of young people to gett marry, correct understanding of the right to freedom of marriage, employment, leisure, motherhood and to know and apply the legislation on child protection, labor protection, protection of women during pregnancy, and family planning;

Medical: basic knowledge of women, maternal and child health, family members' health, knowledge of health factors, methods of health and longevity and inculcation of national values in family life, awareness of national medicine, adherence to reproduce health criteria, adherence

to proper nutrition, to understand the need for health care, to pay attention to the health of the elderly, to protect children from infectious diseases, to prevent iodine deficiency and iron deficiency, to be physiologically and hygienically prepared for life, to know how to seek medical help, and to understand the nature of harmful habits.

Social: to keep the family well and healthy, to study improving factors, to maintain the family's position in society, to maintain proper relations with members of the community, to strive to develop feelings of affection between relatives, to teach children to live in a community and to live in a community, preparation of aesthetic approach to the relationship, the ability to organize the basic rules of family budget, teaching to manage the economy properly, the ability to take social protection measures for the family, the problems of environmental education in the family.

Religious-spiritual: proper use of religion in strengthening the family, respect for religious traditions, inadmissibility of religion, adherence to the norms of freedom of religion, effective use of Islamic values in raising children, knowledge of verses, suras and hadiths on the sanctity of the family in the Qur'an and Hadith and inculcation in future generations , knowledge of Islam and women, understanding of women's rights and responsibilities in Islam, protection of children from the ideas of religious fanaticism and extremism, terrorism, correct understanding of the essence of alien destructive ideas and others, that religion is an integral part of the human psyche, religion is the basis of goodness and virtue deep respect, control over the continuity and proper conduct of religious ceremonies and traditions in the family, care for the transmission of religious beliefs to future generations, culture

of communication in the family, family enlightenment, love of knowledge and books, personal freedom in the family.

Ideological: to be able to protect oneself from all alien ideas, including religious fanaticism, radicalism, extremism, terrorism, under the influence of modern development and globalism, to distinguish between religion and religious fanaticism, to understand the meaning of "public culture", to know the practice of combating foreign ideas, to follow the principles of enlightenment against ignorance, and against ideology.

Sex: Sex education is a natural part of human development and upbringing, attention to sexual development, sexual health standards, rules of youth hygiene, gender hygiene, criteria for proper upbringing of young people as parents, loyalty is a guarantee of health, sexually transmitted diseases and their prevention methods.

Personal culture: personality and family, norms of respect and attention to each member of the family, individual freedom, selfishness, factors to get rid of selfishness, individual and community relations, unity of individual and family interests, priority of family interests, personal maturity factors, parental and child responsibilities and rights.

Conflict solutions: family and conflict, that conflict is a natural feature of human life, conflict as a family and social phenomenon, the formation of the right attitude to conflict in young people, the creative and destructive consequences of conflict, ways to overcome family conflicts, conflict management, ways to overcome anger and rage.

Physical culture and sport: that physical culture and sports are a guarantee of health, fitness as a criterion for improving the

functioning of the organism, family members and sports, family sports, knowledge of modern forms of physical culture for young people, preservation of sports and national values.

To keep the house: family hygiene, division of household chores, household secrets, household traditions, national values in the household, etiquette of waiting and visiting guests, housekeeping, rules of modern chemicals and their use, table decoration rules, conversation etiquette.

Wearing on culture: dress culture, national traditions in dress, fashion and attitudes towards it, the essence of the basic requirements for clothing, the psychological connection between man and his dress, knowledge of the history of Uzbek clothing.

Family traditions: secrets of the origin of family traditions, respect for family traditions, the order of celebrations in the family, the creation of new traditions in the family, travel to various pilgrimages in Uzbekistan, sending parents on vacation, providing pilgrimages.

It is clear that the preparation of boys for family relationships is a comprehensive process, each of which has its own significance and content.

In general secondary education subjects, "Tarbiya" lessons are carried out from primary education. It is important to pay attention to this aspect, understanding the role of physical education in preparing boys for family relationships in the context of parenting lessons.

2.2.1. Methodology

In the process of general education, the organization of trainings to prepare boys for family relationships, the use of various exercises, interactive methods are effective. For example, let's look at a training exercise called "Successful Family Relationships" to develop and strengthen the understanding of family relationships, the

nature of family relationships and the key factors in their success. This training can be done in "Education" classes, extracurricular spiritual and educational activities. A beginner in the training will give a few brief historical examples of successful family relationships. He notes on the board five key, key factors for the success of family relationships (respect, responsibility, mutual understanding, common action, retention). In addition, trainees try to identify each of them independently.

For generalization, a mini-conversation about the essence of family relationships is organized and conducted. Its purpose is to develop in students the belief that there are five factors that determine success in the process of family relationships. In the second part of the exercise, students are divided into several mini-groups to complete the tasks with cards. Each card shows an example of a relationship with a parent, friend, or loved one. The task of the participants is to predict two behaviors in any given situation. Their actions should demonstrate respect, responsibility, mutual understanding, joint efforts and care. A final discussion will be held based on the results of the work done.

The second session traditionally begins with a greeting from the facilitator, as well as an informational message on "Family and its role in the lives of young people". The introductory training provides participants with a brief overview of the role and importance of the family in modern society, its main tasks, roles and impact on young people.

2.2.2. Family diagram exercise training

This training exercise is also effective in preparing boys for family relationships. The order of the exercise: the exercise is aimed at developing and strengthening ideas about the

nature of the family and the specifics of the relationship between its members. To this end, the beginner briefly talks about the initial experience of communication with parents and family relationships as a primary source of personality formation. The beginner then forms specific questions that stimulate students' thoughts about their family. Finally, the facilitator invites participants to draw a diagram of their family. Students use circles to represent girls and women, and squares to represent boys and men (prototype of sociometry). Training participants define themselves with a triangle. In the diagram, participants can show not only family members, but also people who are a part of their daily lives. To show relationships with family members, students use a ruler to connect a triangular image with other elements of the diagram. The resulting lines are painted in different colors and depicted on them different symbols or words that represent the specifics of this relationship ("trust", "respect", "support"). At the end of the work, each student presents his or her scheme, if desired, describing the relationship with the three close ones. Based on the results of the work done, a final discussion will be held using the main questions of the relevant topics of the training.

Another training exercise is called "Magic Market", in which participants are given the task to trade and exchange human qualities. Each contestant should write "I will buy" on a large piece of paper and indicate the qualities they want to buy. He should also write on small pieces of paper the qualities he wants to sell or exchange, because they are many or enough. All participants should share their qualities. There are no restrictions: you can exchange your product for one, two or three qualities. The basic premise is that you can't give quality if you don't

get something in return. The starter warns that at the end of the game you will see who will succeed in achieving their ideal. A final discussion will be held based on the results of the work done. This exercise teaches participants to overcome internal conflicts, to determine their attitude, self-confidence and to evaluate themselves positively, to accept their negative qualities.

The simulated state of the "market" allows you to see the qualities of others and compare yourself with them. It helps to change the attitude to the price and its qualities in the market right now.

An analysis of the qualities that students place in the pawnshop shows that participants can think about why they want to get rid of these qualities and how these qualities hinder them in life. The fact that each student strives to achieve their ideal throughout the game shows them how realistic their aspirations are. In addition, this exercise corrects the level of claims of the participants, allowing them to understand that they want the same as their other peers and that it is better to develop some qualities in themselves than to wait for it to be a gift of life. You even have to work to share your qualities with someone in the "market". The participant feels the need to try to get something.

At the end of the training, another exercise "Ideal family statue" will be held in order to form an acceptable family relationship. In this exercise, all participants are divided into three groups, with adults selected in each group, who model a family with ideal mutual understanding from other members of the team. Once all the teams have organized their models, they show it to all the other participants in the training. The statues can be animated with some copies of their role. Based on the results of this work, a final

discussion will be held on the main issues of the exercise.

The training exercise concludes with the calculation of student outcomes. The facilitator announces the completion of the training, mentioning its name, summary, goals and objectives. Asks participants about the difficulty of the subject achieved and what they could not do. It is important to follow the principle of structure when conducting training exercises in this area.

3 Results and Discussion

It is known that in determining the effectiveness of any created pedagogical-psychological-methodological, innovative ideas, it is necessary to use them wisely in practice, to check the results. An empirical study was organized and conducted to study the effectiveness of the training developed for this purpose. The study involved a male student studying at different age levels of general secondary schools.

The result was that the entire selection of the empirical study was divided into experimental and control groups to compare the data. The experimental group included 30 young people who directly participated in the training exercises. Accordingly, the control group consisted of 34 students who were not involved in the training. Prepared training exercises were organized and conducted. Classes were held in separate, standard rooms equipped with wall boards, media projectors, tables and chairs. The training group consisted of 10 students, which allowed the beginner to conduct the training in a high quality. In addition, the group work was conducted in a symbolic closed environment in which the participants were open to each other as a rule, but closed to external influences. Such conditions increase the ability to interact,

activate group processes through visual and physical interactions, and express themselves naturally in the training group.

A comprehensive psychodiagnostic follow-up of empirical research (n = 64) was organized before and after the training exercise to record changes in interest, dynamics of development of readiness for family relationship, and was conducted according to the following tools:

B.S. Kruglov's method of determining the formation of value orientation; M. Snyder's self-monitoring communication assessment questionnaire; V.V. Boyko's survey to identify emotional barriers to interpersonal communication; A.V. Karpov's questionnaire to determine the degree of reflex development; O.L. Goncharov's questionnaire to quickly determine the degree of conflict; Yu.Z. Gilbux's personal maturity test-questionnaire.

By analyzing and interpreting the results of psychodiagnostic examinations, using the prepared mechanism, the overall coefficient of readiness of young students for family relationships was determined.

A comprehensive psychodiagnostic examination conducted after the training from the prepared training showed its results. Thus, a positive change was observed in the experimental group. Guys:

-The level of readiness for family relationships increased from 0% to 13.3% (4 people);

-The average level of readiness for family relationships increased from 10% (3 people) to 33.3% (10 people);

-The average level of development of readiness for family relationships increased from 30% (9 people) to 53.4% (16 people);

-Readiness for family relationships decreased from below average to 50% (15 people) to 0%;

-The low level of development of readiness for family relationships decreased from 10% (3 people) to 0%.

4 Conclusion and Recommendations

4.1. Conclusion

The study of socio-pedagogical-psychological methods of formation and development of readiness for family relationships in young students allows to draw the following conclusions:

1. The process of preparing young people for family relations in the general education system is determined by the activities of the family, cultural and spiritual life, gender relations, which in turn modernizes the practical socio-psychological research of modern family activities, the laws of preparation for family relations.

2. Preparation for family relationships, on the one hand, is a very topical issue, on the other - a complex and multifaceted issue, as it combines a wide range of knowledge in different areas. As a result, there is no single approach to the phenomenon being studied in the scientific literature, nor is there a clearly defined boundary and interpretation of its understanding.

3. Practice shows that adolescence is a sensitive period for strengthening the motivational positions of entering into a family relationship, preparing for sexual-role behavior in the family and optimizing the communicative sphere of the future family man. One of the main new structures of this period is the discovery and strengthening of the "I", the conscious construction of life plans, including individuality, understanding of its characteristics, the development of reflection, empathy, communication and future family life.

4. Analysis of the views of various scholars on the semantic features of the phenomenon under study identified the semantic components of the readiness of young students for family relationships: valuable, emotional-interpersonal, cognitive-behavioral. Evaluation criteria were determined based on the component composition of the phenomenon under study.

5. It was found that the increase in the age and, accordingly, the educational stage loses its position as a vital value in the student, decreases their importance in life plans, and a happy family life increases with the age and education stage as a vital value reflecting their long-term prospects.

4.2. Recommendations

Based on the obtained results, psychological and scientific analysis and conclusions, it is important for students to conduct the following recommendations and exercises in collaboration with psychologists at school, taking into account the period of schooling, the age at which the student is active in preparing for family relationships.

1. Theoretical and methodological bases of preparation for family relations should serve to enrich the knowledge of young students in this area in the process of school education.

2. It is advisable to conduct regular training exercises for students of secondary schools on "Preparation for family life" in the lesson "Education", extracurricular spiritual and educational activities.

3. In preparing students for family relationships, the organization of various spiritual and educational activities on the basis of cooperation between the school-family-neighborhood-Civil Registry Offices gives effective results.

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