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PEDAGOGICAL-PSYCHOLOGICAL ASPECTS OF THE SYSTEM OF SOCIAL RELATIONS OF YOUTH IN PREPARING FOR FAMILY LIFE

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Annotation

This article analyzes the pedagogical and psychological aspects of the system of relationships in the process of preparing young people for family life. Preparation for family life is considered an important stage not only of social, but also of personal development. The study widely covers the role of the family institution in society, pedagogical approaches, psychological theories, and the opinions of scientists.

Keywords

Family, relationship system, pedagogy, psychology, upbringing, youth, preparation, personal development.

The family is one of the most important social institutions of human life, playing a decisive role in its formation as a person, socialization and psychological stability. The family is not only a means of continuing the biological generation, but also an environment that ensures the continuity of moral, cultural and social values. Therefore, the issue of preparing young people for family life is considered one of the urgent scientific and practical problems in modern society.

The readiness of the younger generation for family life directly affects their future personal happiness, social adaptation, mental health and the level of stability in society. This preparatory process is located at the intersection of pedagogy and psychology and requires an integrated approach. From a pedagogical point of view, preparing young people for family life is to direct them to make informed decisions by forming their knowledge, skills and relationships. From a psychological point of view, this process includes the development of a person's emotional intelligence, communicative competence, stress tolerance and culture of interaction.

The issue of preparing young people for family life is one of the most urgent socio-pedagogical and psychological problems in modern society. The family is the most important social institution in human life, playing a decisive role in the formation, socialization and spiritual maturity of the individual. Therefore, thorough preparation of the younger generation for family life is a necessary condition for the stability of society, the continuity of national values and the well-being of the future generation. From a pedagogical point of view, educational institutions serve as the main arena for preparing young people for family life. Through special courses, trainings, role-playing games and exercises in solving problem situations, young people are prepared for real situations encountered in family life. Through the ideal family model, positive ideas are formed in them, and national values further strengthen this process. Preparation for family life develops a person's emotional stability, communicative competence and problem-solving skills. Psychological counseling, training and individual

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interviews strengthen the ability of young people to understand themselves, manage stress and build healthy relationships. The system of relationships - based on the principles of mutual respect, trust and compatibility - ensures the stability of the family. Theoretically, Maslow's hierarchy of needs, Vygotsky's theory of sociocultural development, Erikson's stages of psychosocial development and Bandura's social learning theory strengthen the scientific foundations of the process of preparing young people for family life. Uzbek scientists, however, point to national values and spiritual heritage as an integral part of this process.

Practical experience shows that upbringing based on national values, programs developed by international organizations, and innovations in education provide effective results in preparing young people for family life. The experience of organizations such as UNESCO, European Union programs, and innovations in the local education system further enrich this process.

According to E. Erikson's research, personal identity is formed through family relationships. During adolescence, the problem of identity is solved, and in early adulthood, the problem of intimacy and isolation. Family relationships are considered to be of central importance in these processes. According to A. Bandura, according to the theory of social learning, young people master family relationships through observation and imitation. The behavior of model individuals serves as an example for young people. The personal development of young people in the process of preparing for family life is of great importance. This development, first of all, includes the formation of emotional stability. A person needs to have the skills to manage their emotions, reduce stress, and make the right decisions in problematic situations. Problem-solving skills also ensure that young people can flexibly approach various situations encountered in family life. This process also requires the development of communicative competencies, that is, the ability to establish healthy communication, active listening, and clearly express their opinions.

In modern society, young people, influenced by various sources of information, social networks, and mass culture, form different ideas about family life. These ideas are often idealized or far from real life. Therefore, systematic and scientifically based approaches to preparing young people for family life by educational institutions, psychological services, and social institutions are necessary.

Schools and higher education institutions play an important role in preparing young people for family life. Special courses and modules should be introduced in this process. For example, subjects such as "Family and Marriage Culture", "Psychology of Communication", "Conflictology" serve to develop the knowledge and skills of young people. Also, the organization of psychological services, parent clubs and seminars at educational institutions prepares young people for real-life situations.

The use of various pedagogical methods is effective in preparing young people for family life:

- Conversational and dialogical teaching develops conscious thinking about values and norms.
- Role-playing games form conflict management and decision-making skills by simulating family situations.
- Problem situations (case studies) help analyze complex situations in real life and develop solutions.
- Group training strengthens cooperation, trust and social support.

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The ideal family model forms positive images for young people. In this model, mutual respect, trust, fair division of labor and healthy communication are indicated as the main principles. At the same time, it is necessary to develop the skills of flexibility and compromise with real life circumstances. A. Maslow says that “The family is a higher level of human needs, satisfying the needs for love, respect and self-actualization”, L.S. According to Vygotsky, “The social development of a person is formed through relationships, and mentoring in the “zone of proximal development” is of great importance.” Education based on national values is the foundation for the formation of a harmonious generation. Values such as respect for elders, kindness, and responsibility serve as a key factor in preparing young people for family life.

In the process of preparing for family life, young people develop emotional stability, problem-solving skills, and communicative competencies. This process strengthens a person’s ability to manage their emotions, reduce stress, and establish healthy communication. Trainings, individual interviews, and psychodiagnostics conducted by psychologists are important in preparing young people for family life. Trainings develop emotional intelligence, individual interviews help identify personal needs, and psychodiagnostics shows strengths and weaknesses.

The system of family relationships is based on the principles of mutual respect, trust, and compatibility. These principles develop the emotional intelligence of the individual and ensure family stability. Mutual respect means recognizing personal boundaries, trust means transparent communication, and compatibility means the harmony of values and goals.

The role of psychologists is of particular importance in preparing young people for family life. Trainings develop emotional intelligence, conflict management and cooperation skills. Individual conversations help to identify personal needs, values and expectations. At the same time, psychodiagnostic tools identify the strengths and weaknesses of young people and provide them with individual recommendations.

The ancient traditions and values of the Uzbek people play an important role in preparing young people for family life. Hospitality, respect for elders, kindness, and marriage preparation rituals are key factors in the social and spiritual development of young people. Programs developed by UNESCO, UNFPA, and the European Union demonstrate international experience in preparing young people for family life. These programs serve to expand young people's knowledge of marriage culture, gender equality, and healthy relationships. Marriage psychology courses, interactive classes, and training programs are being introduced in the modern education system. These innovations help young people develop practical skills in preparing for family life.

The general conclusion is that the integration of pedagogical and psychological approaches in preparing young people for family life gives the most effective result. This process is carried out through education, upbringing, and psychological counseling. The strength of the family institution ensures the stability of society, economic development, and the continuity of spiritual heritage. Therefore, the issue of preparing young people for family life should be seen as the foundation not only of personal, but also of social development.

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