



EDUCATOR'S FAMILISTIC COMPETENCE IN PREPARING FOR SPIRITUAL-MORAL AND VALUE RELATIONSHIPS

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ABSTRACT

This article analyzes the theoretical issue of preparing students-young people for moral-ethical and valuable relations with the family. The importance of the creative thinking of the pedagogue in preparing students for moral, moral and valuable relationships with the family, and the relation of pedagogical reflection were considered.

KEYWORDS

Family, student, age, spiritual-ethical, national, value, attitude, pedagogical reflection.

INTRODUCTION

As a result of preparing students-young people for spiritual, moral and valuable relations with the family, it creates favorable conditions for them to strengthen their position and express their point of view as individuals. As a result of strengthening their point of view, students show their attitude to moral and moral values in relation to the family. The main goal of the activity in this direction is to strengthen the skills of achieving convenient solutions in problematic situations. As a result of forming the experience of spiritual-ethical and valuable attitude towards the family in students-youth, they are able to make

alternative decisions, express their point of view, establish positive cooperation with others, stabilize interpersonal relations, find solutions to conflicts, identify themselves. important skills such as understanding, showing the results of one's activity, entering into an effective dialogue are formed. In this process, it is important for the teacher to be able to use alternative options for teaching, to expand educational processes, to be able to organize imitation activities with students. This shows the moral and ideological directions of the teacher's educational activity.



The following are important in preparing students for moral, ethical and valuable relationships with the family:

- understanding the essence of spiritual and moral values;
- establishing dialogue-based relations between teacher-student, student-student;
- ensuring that students have a positive influence on each other;
- getting rid of negative behavioral stereotypes, establishing positive interpersonal relationships, etc.

It is also important to take into account the internal pedagogical conditions in the formation of moral-ethical and valuable attitude towards the family in students. With their help, external actions related to the acquisition of spiritual and moral values are formed. The formation of students' experience of moral, moral and valuable relations with the family is directly related to external circumstances and conditions. There is a mutual hierarchy between external and internal conditions, which serves to ensure the integrity of the pedagogical process. The formation of the experience of spiritual-ethical and valuable relations with the family in students creates favorable conditions for their conscious activity in the future.

As a result of preparing students-young people for moral-ethical and valuable relations with the family, they will show their own methods of activity. In the system of interpersonal relations, an activity environment based on cooperation is created between students and teachers, teachers and parents. This allows students to engage in deep spiritual communication with teachers, peers, and adults.

As a result of preparing students for moral-ethical and valuable relationships with the family, they will have

the opportunity to engage in humane, culturally based communication. For students who have the experience of moral-ethical and valuable attitude towards the family, qualities such as hard work, discipline, responsibility, self-confidence, sense of duty are typical in the family.

Preparing students for moral-ethical and valuable relationships with the family, acquiring new types of activities, acquiring independent knowledge, expanding the scope of interpersonal communication, and developing the desire to master the art and culture samples created by the people over the centuries. content. The following qualities are characteristic of students who have experience of moral, moral and valuable attitude towards the family:

- feels responsible for his actions, can ensure his future development;
- solves his problems without harming others;
- can achieve success in activities aimed at self-expression;
- is satisfied with his educational activities and successes;
- actively accepts new life experiences and changes.

Pupils and young people who have a moral, moral and valuable attitude towards the family tend to develop themselves and think independently.

By explaining the social essence of the family and society to the students, it is possible to effectively form the experience of a moral-ethical and valuable attitude towards the family. For this, the teacher must be able to effectively combine the educational process with social reality and the environment. For this purpose, it is of particular importance that the educational materials provided to the students serve to provide them with values specific to material existence, environment and society. The formation of the experience of moral-ethical and valuable attitude



towards the family among students makes it easier for them to express themselves in necessary situations.

The teacher's personal point of view allows to understand certain values in terms of pedagogical activity and behavior. In addition, the understanding of the content of the teacher's activities related to the formation of the experience of spiritual-ethical and valuable attitude towards the family cannot be realized without reflection mechanisms. This is one of the factors of developing the familistic competence of teachers to form the experience of spiritual-ethical and valuable attitude of students-young people towards the family.

The elements of reflection that are part of the family competence have been described by many experts. According to them, reflection is a component of pedagogical activity that is carried out consciously. Because reflection is the main indicator that ensures the effectiveness of pedagogical activity. It is important to study their activities with a deep analysis in order to create the experience of moral-ethical and valuable attitude towards the family among students.

Pedagogical reflection encourages the analysis of the teacher's pedagogical activities aimed at a specific goal. As a result of this, it ensures the formation of clear views and approaches of the teachers regarding the formation of the experience of spiritual-ethical and valuable attitude towards the family in students and young people. Teachers always ask themselves: "To what extent do my students have the experience of understanding the essence of spiritual, moral and valuable relationships with the family, and how to follow them?" "What didactic tools, pedagogic methods and tools should I use for this?", "What forms of work and didactic situations are effective for forming the experience of spiritual, moral and valuable attitude of students towards the family?" they should be able to

ask such questions. Because these questions make it possible to determine the teacher's reflexive attitude towards his work.

The teacher's ability to search for the foundations of his activity is reflected in the reflexive ability of the teacher. Reflection is not only a teacher's opportunity to understand the knowledge, skills, and abilities he has, but also a phenomenon that expresses his personality, activity, and cognitive ability. A teacher with reflexive skills will master the basics of personal culture, universal and national values. Reflection allows the pedagogue to develop his spiritual and professional abilities.

If we analyze the educational process from the point of view of forming a moral-ethical and valuable attitude towards the family in students and young people and within the framework of subject-subject relations, the result of the teacher's influence on the student is reflexive. significantly develops with the help of the process. Pedagogical reflection as a mechanism for analyzing one's own knowledge and professional and family knowledge is manifested as a mechanism of self-control, thinking and responsible behavior. From this point of view, the development of reflexive skills in teachers is important in order to form the experience of moral-ethical and valuable attitude towards the family among students. Because with the help of reflection, the teacher analyzes the knowledge, information, and family values acquired by the students, identifies the gaps in this direction and looks for ways to present new familistic knowledge. The professional and personal abilities, cognitive knowledge and skills of the teacher play an important role in this. This knowledge allows the teacher to easily establish a dialogue with students, enter into cooperation, and analyze the experiences of valuable attitudes formed in them. In this process, the experience of reflexive relationship, which is a special



form of reflection, is formed between students and teachers.

The creative thinking of the pedagogue is also important in preparing students for moral, moral and valuable relationships with the family. A characteristic feature of creative thinking is that a teacher with this way of thinking can easily present his knowledge and experience to students. He looks for new opportunities for pedagogical influence on the process of forming the experience of spiritual-ethical and valuable attitude towards the family in students-young people, and incorporates the new methods used in his work into advanced pedagogical technologies.

Pedagogical reflection includes the following:

- to determine the main methods of pedagogical activities aimed at preparing students-young people for spiritual-ethical and valuable relations with the family, to have the necessary inclinations for the implementation of such activities;
- to know the ways to identify and eliminate the difficulties that arise in the process of forming the experience of moral, moral and valuable attitude towards the family among students;
- being able to put themselves in the shoes of students and apply the methods of mastering the most necessary life values;
- to be able to objectively evaluate their activities related to the formation of the experience of spiritual-ethical and valuable attitude towards the family in students.

For this, the teacher must have the skills to critically evaluate and diagnose the students' activities. In the framework of reflexive activities, teachers should be able to focus students' attention on educational goals related to the acquisition of the experience of moral-ethical and valuable attitude towards the family based on heuristic search. For this purpose, it is important for

the teacher to look for ways to eliminate the conflicts that have arisen in the pedagogical process. Pedagogical reflection occupies a special place in the process of innovative activities related to acquiring the experience of spiritual-ethical and valuable attitude towards the family in students. The teacher is required to make extensive use of innovative methods in the process of implementing pedagogical activities related to the formation of valuable experience in students with the help of innovative methods. A plan for the implementation of such activities is drawn up by the teacher and applied to pedagogical practice in a goal-oriented manner.

The activity of the teacher, aimed at forming the experience of valuable attitude in students, embodies his professional and cultural points of view.

Reflection appears as a mechanism that activates the pedagogue's professional activity related to the formation of the experience of moral-ethical and valuable attitude towards the family in students-young people. That is why the teacher always feels the need for reflection in the process of his pedagogical activity.

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