

PEDAGOGICAL ASPECTS OF PREPARING GIRLS FOR FAMILY LIFE

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Abstract

This article explores the pedagogical aspects of preparing girls for independent family life. It emphasises the importance of creative cooperation between the family and the community in teaching girls practical skills related to organising family life, managing household relationships, and running domestic affairs. The study highlights the role of Uzbekistan's state policy in strengthening families, promoting social and educational support, and creating conditions for the holistic development of young women. The article analyses the principles, methods, and experiences of successful collaboration among families, educational institutions, public organisations, and state agencies in preparing girls for family life.

Keywords: Girls' preparation, independent family life, pedagogy, family and community cooperation, social education, family environment, family relations, practical skills.

Introduction

From the early years of independence, the government of the Republic of Uzbekistan has regarded the strengthening of the family, the improvement of living standards, and the upbringing of a well-rounded individual within the family environment as key priorities of state policy. These measures have created opportunities for substantial progress in this field. Based on the study of public resources and institutional practices, it has been concluded that creative cooperation between the family and the community yields effective results in preparing girls for independent life. The purpose of this collaboration is to equip girls with theoretical and practical knowledge about establishing family life, maintaining a healthy domestic environment, and developing essential practical skills in managing household and interpersonal relations.

Main Discussion

The process of preparing girls for independent family life should include systematic cooperation between families and social institutions. This cooperation can be achieved through several directions:

1. Organising educational activities that provide girls with theoretical knowledge and practical skills in social, moral, legal, economic, aesthetic, and health-related matters, as well as offering methodological support.
2. Engaging specialists such as psychologists, lawyers, educators, economists, and medical professionals to offer consultations and practical assistance to families and girls.
3. Organising discussions, meetings, seminars, lectures, and debates involving parents to address the issues of preparing girls for independent life.
4. Encouraging qualities such as intelligence, diligence, creativity, initiative, and aesthetic taste in girls through competitions and cultural events.
5. Promoting and disseminating successful experiences and best practices in preparing girls for independent family life.

The effectiveness of such cooperation depends on its goal-oriented nature, the timely identification and resolution of emerging issues, and the coordination of activities among participating institutions. This process contributes to the upbringing of well-rounded, intellectually developed, and socially active young women.

Pedagogical Principles

The success of family and community cooperation in preparing girls for independent family life depends on several pedagogical principles:

1. Unity of purpose among all participants and alignment of their activities towards a common goal.
2. Integration of ideological and scientific foundations into the educational process.
3. Application of practice-oriented teaching methods that develop real-life skills.
4. Systematic and consistent organisation of educational activities.
5. Consideration of girls' age, psychological, physiological, and individual characteristics.
6. Harmonisation and encouragement of various stakeholders' efforts.
7. Dissemination of successful experiences at the community level.

Factors Ensuring Success

Several objective and subjective factors ensure the effectiveness of programmes designed to prepare girls for independent family life:

1. Recognition of this issue as a social priority within the community.
2. Availability of favourable pedagogical conditions for implementing training programmes.
3. Parents' awareness and experience in the theoretical and practical aspects of preparing their daughters.
4. Mutual support among the participants—families, educators, and institutions—in terms of resources, expertise, and motivation.
5. Productive use of mass media in promoting family education and awareness.
6. Development of girls' interest in family values, culinary and domestic skills, personal hygiene, and health care.

Conclusion

In today's era of social renewal in Uzbekistan, special attention is given to nurturing morally mature, intellectually advanced, and physically strong individuals. Such well-rounded personalities are formed primarily within the family. A strong family is the foundation of a stable society. Therefore, the state and society are both deeply interested in supporting the stability and prosperity of families. The family plays a crucial role in transmitting national values and traditions from generation to generation, ensuring cultural continuity, and fostering patriotism, moral integrity, and civic responsibility among youth. Parents, as the primary educators, must actively engage in this process, drawing on national pedagogical traditions to raise their children as conscientious and capable members of society.

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