

Priority Issues In Preparing Youth For Family Life In Uzbekistan

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Abstract

The article presents ways and recommendations for improving the social cooperation of families, mahallas, and educational institutions in raising youth in Uzbekistan. The use of innovative technologies in enhancing social cooperation and preparing youth for family life is also highlighted.

Key concepts: Youth, education, upbringing, family, mahalla, social, spirituality, enlightenment, “Kays study,” innovative, technologies.

As we all know, the main goal of the reforms being implemented in Uzbekistan is to raise a generation that is highly moral, intellectually capable, and well-rounded in all aspects. The state policy in the field of personnel training, along with the system of continuous education and upbringing, aims to ensure the comprehensive development of the individual. It is well known that in the Resolution No. 175 of the Cabinet of Ministers dated June 19, 2012, “On Measures to Further Develop the Cooperation of the Family Institution and Local Self-Government Bodies with Educational Institutions in Raising a Well-Rounded Generation,” several important tasks were identified to achieve the goal of raising a fully developed generation.

In raising a well-rounded generation, the interconnected cooperation of three key factors—family, mahalla, and educational institutions—is based on our nation’s centuries-old values. This cooperation aims to educate the younger generation in the spirit of universal and national traditions, instill high human virtues, reliably protect their mind and heart from ideological and moral distortions, and develop their ideological immunity and active civic stance.

The issue of preparing youth for family life through the social cooperation of families, mahallas, and educational institutions is one of the pressing concerns of today. In preparing girls for family life within this cooperative framework, it is appropriate to organize spiritual and educational events, meetings, evening gatherings, and seminar-training sessions involving parents in both educational institutions and mahallas. At the same time, holding spirituality-focused lessons in our educational institutions within the framework of social cooperation yields effective results. This is because working with each female student both individually and collectively during these lessons allows for meaningful influence and produces positive outcomes.

For the spirituality lesson, participants are invited from the mahalla citizens’ assembly, including members of the mahalla women’s commission, elders, advisors on religious and moral-ethical education, and parents of students. Within the framework of social cooperation, the lesson is conducted on the topic: “Negative Consequences of Early Marriage.”

The role of spirituality lessons is significant in preparing youth for family life through the cooperation of family, mahalla, and educational institutions.

The main purpose of conducting spirituality lessons in educational institutions is:

- To develop a highly moral, cultured, and enlightened individual;
- To foster independent and healthy thinking;
- To form a conscious attitude toward events occurring in the surrounding environment;
- To consciously explain the negative consequences of early marriage;
- To prevent unwanted pregnancies;
- To prepare girls for family life within the framework of social cooperation.

In effectively organizing spirituality lessons and expanding their impact on students, interactive methods play a significant role.

The word “interactive” comes from English, where “inter” means “mutual” and “act” means “to take action.” Together, the term interactive In interactive teaching, the teacher acts as an active organizer of the learning process, while the student participates as an active subject of this activity. Interactive methods not

only develop students' engagement, creativity, and independence during the process of assimilating information, but also help ensure the full achievement of teaching objectives. Today, one of the most effective interactive teaching methods in the education system is the "Case Study" method.¹

The essence of this method is reflected in the famous saying of our people:

"If education is not connected to life, no teacher can truly teach it."

The "Case Study" method comes from English, where "Case" means a specific situation or event, and "Study" means to teach, analyze, or examine. This method is aimed at teaching based on the study and analysis of real-life situations. It was first applied in 1921 at Harvard University as a way to study practical cases in economic management courses.

Below, we observe the application of the "Case Study" method in conducting a spirituality lesson on "Negative Consequences of Early Marriage". A lesson plan is developed based on this topic.

The class is divided into small groups. The new topic is presented according to the lesson plan.

Currently, in our country, the number of early marriages among minors is increasing. This is primarily due to the lack of detailed information among 13–16-year-old students about the negative consequences of early marriage, sexual education, and reproductive health, which has led to issues such as divorces and the birth of children with disabilities.

Most importantly, today cases of early marriage and unintended pregnancies among adolescents are being observed more frequently. Although such incidents have not yet occurred among our students, no one can be fully guaranteed against them. Therefore, as educators, it is necessary for us to address this issue proactively by providing adolescents with explanations on "the negative consequences of early marriage" and "unintended pregnancies" during spirituality lessons.

To prevent the negative consequences of early marriage, it is important to provide young people with comprehensive information on sexual education and reproductive health. This helps them better understand their bodies, make correct choices in interpersonal relationships, and prepare for future family life.

The main functions of sexual education include:

- Preparing adolescents for physical, physiological, and psychological changes;
- Eliminating fear and correcting misconceptions about their own bodies;
- Teaching them to understand the nature of relationships, build trust, and evaluate sexual interactions responsibly.

There is an opinion that providing sexual education to young people increases their emotional activity. However, according to international educational programs (UNESCO Comprehensive Sexuality Education, CSE), this is not the case. Properly structured sexual education does not stimulate early sexual activity; rather, it equips adolescents with knowledge and skills to make informed, responsible decisions regarding their bodies, relationships, and reproductive health.² It has been determined that proper education on sexual topics does not increase adolescents' emotional or sexual activity. Instead, the main issue among young people is lack of knowledge: many girls are unaware of their own bodies and the possible physiological changes that can occur. As a result, insufficient information often leads to negative outcomes in their sexual activity, including unintended pregnancies.

Research conducted by the Republican Education Center in collaboration with UNESCO indicates that among 15–16-year-old students, the level of knowledge about preventing unintended pregnancies and sexually transmitted infections (STIs) is extremely low.

According to the study:

- 99% of boys and 15.03% of girls receive information from their parents.
- 5.59% of boys and 5.20% of girls obtain information from their teachers.

1. Ишмухамедов Р., Абдуқодиров А., Пардаев А. "Таълимда инновацион технологиялар" (таълим муассасалари педагог ўқитувчилари учун амалий тавсиялар). –Т: "Истеъдод" жамғармаси, 2008-1156.

2. УССТ- Умумжаҳон Соғлиқни сақлаш ташкилоти.

- 35% of boys and 29.60% of girls primarily get information from their peers.
- The remaining students have no access to any information on these topics.³

To prevent early marriage and unintended pregnancies among youth, it is recommended to ask them the following questions:

- 1. Am I capable of raising a child?
- 2. Can I make the child happy?
- 3. Does my partner also want this child to be born?
- 4. Will pregnancy interfere with my life goals (such as continuing education or starting a career)?
- 5. Will the child be born healthy?

The steps for implementing the “Case Study” method on the topic “Negative Consequences of Early Marriage” are as follows:

- 1. Division into Small Groups: Students are divided into 4 small groups to ensure active participation.*
- 2. Presentation of the Case Study Steps: Each group is explained the stages and objectives of the case study method.*
- 3. Viewing Video Materials: Students watch videos depicting the consequences of early marriage, such as: Divorced families due to early marriage, Unsuccessful pregnancies and stillbirths due to underdeveloped reproductive systems, Maternal deaths during childbirth.*
- 4. Analysis and Discussion: Groups analyze the causes of the problems shown in the videos and discuss the social, medical, and psychological consequences.*
- 5. Developing Solutions: Each group works on proposing preventive measures to avoid the negative consequences of early marriage.*
- 6. Presentation of Findings: Groups present their conclusions, solutions, and recommendations to the class.*
- 7. Teacher Summary and Guidance: The teacher summarizes the key points, reinforces important messages, and provides additional explanations or guidance.*

If you want, I can also translate this into Uzbek in a clear, educational style suitable for teachers. Do you want me to do that?

Stages of Implementation	Form and Content of Activity
Stage 1: Introduction to the negative consequences of early marriage.	-Individual and group work; -Video presentation; -Introduction to the event; -Event analysis; -Identifying the problem.

3. Шоумуров Ғ.Б. Муҳаммедов К.С. Салиҳов Г.Ў. Шамансуров С.Ш. Назаров А. Ўқитувчилар учун информатсион материал. Камилов А.И умумий таҳрири остида. 2-нашр. –Т.: 2003, 5-бет.

<p>Stage 2: Study and identify the main causes of the situation.</p>	<ul style="list-style-type: none"> - Lack of understanding about reproductive health; - Young people not knowing their own bodies and the changes occurring in them; - Absence of sexual education; - Incomplete physical development of the body.
<p>Stage 3: Develop ways to prevent the negative consequences of early marriage.</p>	<ul style="list-style-type: none"> -Prepare adolescents for physical, physiological, and psychological changes; -Provide detailed information on self-respect development and ways to prevent unwanted pregnancies.
<p>4th stage. Formulate and substantiate the final information on preventing early marriage.</p>	<ul style="list-style-type: none"> - Work in groups; - Prepare a creative project presentation; - Formulate the final conclusion and justify the outcome of the situation.

Based on the covered topic and the video, each group prepares a presentation using the “Case Study” method on “The Negative Consequences of Early Marriage and Ways to Prevent It.” One student from each group presents, and additional ideas from the group members are incorporated as needed.

Thus, to prevent early marriage among adolescents, it is necessary to:

- Prepare teenagers for physical, physiological, and psychological changes;
- Teach them to understand the nature of relationships and evaluate sexual interactions;
- Prepare them for fatherhood and motherhood;
- Develop the ability to control emotions, make responsible decisions in critical situations, and approach interpersonal and family relationships consciously.
- Conflicts between parents and children are also addressed. At the conclusion of the moral education session, members of the women’s commissions from the mahalla citizens’ assembly, mahalla elders, advisors on religious enlightenment and moral-ethical education, as well as the students’ parents and teachers who attended, share their opinions on the topic “Negative Consequences of Early Marriage” and provide recommendations to the students. Such moral education sessions prove to be highly effective in preparing young people for family life through the collaboration of family, mahalla, and educational institutions.

References.

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2. УССТ- Умумжаҳон Соғлиқни сақлаш ташкилоти.
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