

*Khaydarov Ohinjon Muradjanovich**Teacher of Kokand SPI***THEORETICAL BASIS OF PREPARING STUDENTS-YOUTH FOR SPIRITUAL-MORAL AND VALUE-BASED RELATIONS TO THE FAMILY**

Annotation: This article presents some thoughts on the theoretical foundations of preparing students-youth for spiritual-moral and value-based relations to the family. The article also presents pedagogical possibilities, forms and methods of preparing students-youth for spiritual-moral and value-based relations to the family.

Keywords: Family, spiritual value, value attitude, activity, ability, significance.

Introduction. Today, every student should clearly know how his/her acquired knowledge and social experience affect his/her spiritual development. At the same time, every teacher should be able to identify the results of pedagogical activity that are of great importance for students within the framework of his/her activity, which has an emotional-value orientation. It is also of great organizational and pedagogical importance to determine the forms of the pedagogical process aimed at preparing students for moral, ethical and value-based relationships with the family. First of all, it is necessary to identify the points of view formed in students and the specific features of this point of view.

Analysis of the literature on the topic. The perspective of students based on independent thinking is of particular importance in the process of forming a valuable relational experience in them. The perspective that is most often observed among students today is the perspective based on independent thinking. Therefore, the assimilation of new information and the desire to design the educational process play an important role in the process of forming a valuable relational experience in students.

The need to learn values inspires a person to become more familiar with cultural and spiritual phenomena. A natural, scientific approach to pedagogical activity requires an approach to the student as an individual. On the basis of such an approach, skills for the formation of a valuable attitude experience in students are developed within the framework of pedagogical activity. This is a characteristic feature of school education. According to N. Ortikov, if a student is studying in a class based on very strong, traditional rules, and strict rules are implemented to arm him with knowledge, the teacher's point of view acquires a fundamental, leading, and defining character, and this point of view is manifested in all aspects of the student's life as an emphatic, dominant point of view. In the process of personalized learning, teachers direct their energy and enthusiasm towards the process of forming a valuable relationship experience in students. In this process, parents' interactions with their children are implemented within the framework of helping them complete their homework.

Analysis and results. In the pedagogical process aimed at preparing students for moral, ethical and value-based relationships with the family, information is presented within the framework of subject-subject relationships. Its basis is pedagogical dialogue. In the process of this dialogue, the range of interpersonal relationships expands first of all, and various methods are used in this process. These include conversation, discussion, mutual dialogue, and question-and-answer methods. In this process, the effective formation of a valuable relationship experience in students depends entirely on the functioning of the information transfer mechanism. In this regard, the teacher's possession of a culture of communication is of great importance. Within the cognitive perspective of students, their

level of understanding is reflected in their views and approaches to the culture of the Uzbek people. This process reflects the student's own behavior.

The assimilation of the presented knowledge based on one's existing experience and the use of it in one's practical activities are the initial elements of the experience of a moral, ethical and valuable attitude towards the family in young students. Many students are limited to the assimilation of the knowledge provided within the framework of the curriculum in the educational process. The teacher guides them to independent learning in a limited way. In this process, students cannot sufficiently assimilate the experience of valuable relationships. To form the experience of valuable relationships in students, teachers should effectively use pedagogical technologies. Examples include personalized learning technologies, game-based learning technologies, critical thinking learning technologies, and interactive learning technologies. The use of virtual information transfer technologies makes it convenient to implement the process of learning and control in separate parts. In such circumstances, students enter into a respectful relationship with each other through information.

To date, the effectiveness of simple forms of intellectual development of students has been theoretically substantiated. Such activities have also begun to be implemented with the help of technical means. The criterion for possessing the necessary knowledge began to be perceived not as knowledge with a low level of productivity, but as a problem situation, accepted as a solution to tasks presented within the framework of certain requirements, in the form of intellectual initiatives. The active assimilation of knowledge and valuable experience by the student in open learning situations is considered by experts to be the greatest achievement of the didactic process. At the same time, the student harmonizes and demonstrates his personal knowledge as valuable experience. The teacher's perspective is presented to students in the form of knowledge and information in their daily activities. The teacher's perspective serves to form a spiritual, moral and valuable attitude towards the family in students and young people. In order to analyze and understand the socio-cultural and spiritual perspectives of students, it is necessary to study in detail the projects, essays, and independent works submitted by them. Based on the analysis of projects and reports created by students, teachers suggested that they can be divided into three types: informational-cognitive, social-role, and the experience of valuable relationships formed in students. These independent works embody the general characteristics of the experience of valuable relationships formed in students.

Deep learning is the product of integrating it with life experiences. In these independent works, certain parts of the knowledge and social experience acquired within the scope of the subject of study find their expression. This knowledge and experience are the result of students' assimilation of leading concepts, theories, laws, and other knowledge related to the subject. [8.65] In order to form a spiritual, moral, and value-based attitude towards the family in young students, it is of particular importance to introduce new information into the content of education and select new types of educational tasks. With the help of such educational materials, students develop valuable interpersonal experience and enrich their spirituality. In family relationships, feelings of humanity, national pride, cooperation, and mutual respect are formed. In this place, information, knowledge, and spiritual and moral understandings contained in the content of the adopted educational materials are recognized as basic values. New ways of applying the acquired knowledge are presented to enrich it. Students are forced to adapt familiar concepts and evidence from a new perspective. When talking about novelty, it is necessary to clarify its correlation with the level of cultural awareness. In activities aimed at developing students' behavior, it is necessary to rely on the tradition of imitation modeling, that is, the experience of activity. On the basis of these activities, the formation of skills necessary for independent life in students is envisaged. These skills help determine a person's life perspective and

place in micro-society. The knowledge and information learned in this process serve to synthesize and consolidate the students' perspectives and attitudes. The content of such educational materials is based on humanitarian paradigms and national-spiritual, family values. Because they are aimed at forming in students a valuable attitude towards the family. The main goal of using these educational materials is to develop in students the skills to find the right solutions in problem situations.

Despite their different natures, the main goal is to help students gain valuable interpersonal experience through the performance of various social roles. It is of particular importance to find effective ways and methods for developing students' knowledge and personal worldviews within the framework of universal values and interpersonal relationships. Students must first have the experience of emotionally valuable relationships. They must understand the essence of their own point of view and constantly improve it. One of the important features of the personally oriented educational process is its ability to form independent thinking in the student. In the process of social role-playing games, teachers should take advantage of this very opportunity for personalized learning. The introduction of such games into the educational process allows students to effectively develop their independent thinking skills. In this process, the student has his own personal opinion, views, and point of view. Experts emphasize that a person can divide his activity into several types. However, each of them has its own specific levels. Possessing the experience of a valuable relationship is manifested in the fact that a person uses his strength to assimilate socially and culturally significant values, passes them on to subsequent generations, and spends them on creating such values.

Conclusion. The teacher's activity in forming the experience of appreciative attitudes in students is reflected in the methods and technologies used by him. To determine the level of the teacher's activity in forming the experience of appreciative attitudes in students, it is necessary to turn to existing theoretical approaches. Observing the improvement of pedagogical activity, we see its connection with the social experience of the teacher. It is important that the curricula and teaching methods correspond to the teacher's point of view.

References:

1. Bachinin V.A. Spiritual culture of a person. – M., 1996. – 218 p.
2. Tailanova Sh.Z. Formation of a system of values in students of a pedagogical higher educational institution (on the example of the subject "History of Pedagogy"): Candidate of Pedagogical Sciences. ... dissertation. – T., 2012. – 176 p.
3. Khodzhaev B.Kh. Pedagogical axiology. Textbook. – T.: "Science and Technology" Publishing House, 2012. – 180 p.