Socio-Psychological Features Of The Formation Of Ideas About Family Life Among High School Students On The Example Of The Republic Of Karakalpakstan

Suletbaeva Ella Serikbaevna[1] , IbragimovaRanoZhalgasovna[2]

[1]*Senior Lecturer of the Department of "Pedagogy, Psychology and Educational Technology" Regional Center for Retraining and Advanced Training of Public Educators of the Republic of Karakalpakstan.*

[2]*Basic doctoral student of the Department of Psychology, Nukus State Pedagogical Institute*

***Abstract.*The results of a stating experiment devoted to the study of the formation of the value-based attitude of high school students to family traditions are presented. It describes the conduct (selection of methods, questionnaires) and the results of a study of the formation of the value attitude of high school students to family traditions.**

Keywords: value relation; a family; traditions, means of social and cultural activity, divorce.

1. INTRODUCTION

In an era of global change that has embraced the entire world community, including Uzbekistan society, the priority is given to the formation of a rising generation of family spiritual and moral values that define higher meanings and determine the individual's views on the culture of marriage and family behaviour.

May 15 is celebrated around the world as International Day of Families. This holiday has been celebrated regularly since May 15, 1994 by the UN General Assembly in accordance with the resolution of September 20, 1993 on the International Year of the Family.

In accordance with the Resolution of the President of the Republic of Uzbekistan dated June 27, 2018 No PP-3808 "On approval of the Concept of strengthening the family in the Republic of Uzbekistan", May 15 is widely celebrated throughout the country as International Family Day year.

The purpose of the International Day of Families is to draw the attention of the world community to family values and the problems associated with the institution of the family.

The new socio-economic conditions in the Republic of Uzbekistan have given rise to many problems in the field of family education and preparation of a growing person for conscious parenting, the formation of his own family: moral ideas about marriage and family are weakened; young people have largely lost their traditional perception of parenthood and

childhood; modern family is characterized by the priority of material values over spiritual and birth of children.

In general, the processes of devaluation of family values and a decrease in the social significance of fatherhood and motherhood have not been overcome.

The current situation requires each member of the society to take responsibility for their fate, for choosing one or another system of values and value orientations.

2. METHODS OF RESEARCH

The ascertaining stage of the experimental work involved the study of the formation of the value attitude of high school students to family traditions and included the following tasks:

1) to carry out the selection of methods adequate to the objectives of the study;

2) to reveal the features of the formation of the value attitude of high school students to family traditions.

To solve the tasks used the following methods:

1) a survey of high school students in order to identify the value of spiritual and moral qualities of a person using the interpreted methodology of M. Rokich;

2) a sociological survey in the form of a questionnaire according to a questionnaire developed by us, aimed at studying the formation of the value attitude of high school students to family traditions;

3) mathematical processing and analysis of the data.

The study on the interpreted method of M. Rokich was carried out in order to identify the most significant value orientations of the personality. The study involved 187 people.

In accordance with the understanding of psychology accepted in psychology of the nature and functioning of a person's value orientations, the values that make up their structure and content are divided into two main groups in terms of goals and objectives, which this or that value serves. The first group consists of values - goals (terminal), the second values - means (industrial).

The most important are terminal values - these are the main goals of a person, they reflect a long-term life perspective, what he values now and what he aspires to in the future. Terminal values determine the meaning of human life, indicate that it is especially important, significant, valuable for him. The ability to define one's goals, that is, to find oneself and one's place in life, is a very important indicator of maturity in adolescence.

From the point of view of the value approach to the study of the features of the formation of personality consciousness, all phenomena of reality (human actions) can be represented as a set of values expressing an individual's subjective assessment of these phenomena from the standpoint of their necessity in satisfying their needs and interests.

The indicators characterizing the features of the formation of value orientations of the personality of high school students are the content side of the hierarchical structure of value orientations.

To determine the content of value orientations, they usually resort to the M. Rokich scale of values, which reflects the most relevant values of a person living in the modern developed world.

Since the methodology of M. Rokich is designed to study the value orientations of adults, it was modified in relation to students in the school. The age-related characteristics of students were taken into account, which determine, on the one hand, the functioning of the mechanism of differentiation of values, and on the other, the nature of the choice of certain values that are relevant for high school students.

The standard procedure for compulsory ranking of all eighteen terminal values, when some students have not yet developed a psychological mechanism of value choice, significantly distorts the psychological side of the formation of value orientations.

Therefore, the eighteen-ranking scale was replaced by a five-point scale that was more familiar to students.

The research methodology includes listing in random order 18 basic values of life that are relevant to modern man. The researcher had to evaluate each of them according to a five-point system in terms of its significance for him as the goal of life. The instructions indicated that each value is scored separately, in accordance with its significance.

After carrying out the research procedure, processing and interpretation of the obtained data were carried out.

Taking students' ranking results of the proposed values depending on the degree of their differentiation, we grouped the ranking results on this basis, calculated the average score for each of the eighteen values.

he average score is determined by dividing the sum of all grades for this value by the number of students in this group.

Based on the proposed processing and analysis, a typology of value orientations of the personality of high school students was obtained, which differ in the content of the system of values included in it. The data obtained allow us to present a hierarchical system of basic life values that are characteristic of the entire population of students.

In the general hierarchy, the values "beloved and interesting work", "faithful, reliable friends", "getting a decent education", "material security", "health", "maintaining peace between nations", "recreation and entertainment" absolutely dominate. They got the highest scores from most students.

The middle of the hierarchical system is occupied by a large group of values that, in the eyes of high school students, have a stable value for the individual, but they seem to them secondary in comparison with the main goals of life. These include: "determination", "pleasure", "independence", "knowledge of the world around us", "creativity", "beloved person", etc.

The last in the structure of value orientations are "family life, children", "equality", "life wisdom". This shows that for the average sample characteristics of high school students, these values are not included in the main goals of human life.

If, on the basis of the obtained data, we try to give a value-orientation portrait of the studied population of high school students, it will look something like this: "The main thing in life is to find an interesting job and good, faithful friends, provided that peace on Earth is preserved and you will is healthy. Of course, you need to be confident in yourself, less doubt, to show independence. It is also very important to be intellectually developed, expand your education, horizons, lead an active, active life, and have opportunities for creativity. Then it

will be possible to have a family, children, and the ability to feel equal with others and wise.
"

Thus, the results of the study showed that the problem of the formation of the value attitude of high school students to the family and family traditions is not popular, for the most part high school students do not think about it, do not seek discussion and believe that it is not the prerogative of their needs.

Fig.1. Value orientations

The survey of high school students was carried out using our questionnaire.

The study was conducted anonymously, which allowed to obtain more accurate results.

The survey was attended by 187 high school students (88 people were included in the experimental group; 99 people were included in the control group).

Both studied groups of high school students had the same social status - students in grades 9-10 of secondary schools and one age category.

The questionnaire consisted of 3 blocks, each of which included 6 questions with five possible answers. For each answer, the subject received a certain number of points (for each answer, the maximum score is 5 and the minimum is 1). Thus, the maximum total number of points was 90, and the minimum was 30 points.

Each high school student determined the level of formation of the value attitude to family traditions using the following scale, developed by us on the basis of previously identified criteria and indicators of the formation of the value attitude to family traditions.

From 71 to 90 points - a high level of formation of the value attitude to family traditions - the high school student has systematic, deep and strong knowledge of family national traditions and customs; has a clear understanding of generally accepted cultural values, knows well the basic norms and rules of behaviour in the family; aware of feelings of duty and responsibility; the high school student has a pronounced orientation to feelings of love, respect, mutual moral responsibility in the family, a high degree of awareness of official marriage is noted; clearly formed orientation on the birth and upbringing of children in a future marriage, on the responsible performance of parental functions (motherhood or fatherhood); a high school student completely on his own initiative performs basic household

duties; the family has a comfortable moral and psychological atmosphere, which provides a successful solution to everyday problems and educational problems.

From 51 to 70 points - the average level of formation of the value attitude to family traditions means that a high school student has fragmentary unsystematic knowledge of family national traditions and customs; has some ideas about generally accepted cultural values; does not know enough the basic norms and rules of behaviour in the family; insufficiently aware of a sense of duty and responsibility; insufficiently formed orientation on feelings of love, respect, mutual moral responsibility, on official marriage; the attitude towards the birth and upbringing of children in a future marriage is not clearly formed; responsible performance of parental function (motherhood or fatherhood); high school student does not fully perform basic household duties; the family does not have a comfortable moral and psychological atmosphere that provides a successful solution to everyday problems and educational problems.

From 30 to 50 points - a low level of formation of a value attitude to family traditions - a high school student does not have or has only fragmentary unsystematic knowledge about family national traditions and customs; does not have ideas about generally accepted cultural values, does not even know the basic norms and rules of behaviour in the family; not aware of a sense of duty and responsibility; not focused on feelings of love, respect, mutual moral responsibility; no focus on official marriage; on the birth and upbringing of children in marriage; responsible performance of parental function (maternity or fathers state); high school student does not perform basic household duties; the family does not have a comfortable moral and psychological atmosphere that provides a successful solution to everyday problems and educational problems.

In accordance with the revealed levels of the formation of a value attitude to family traditions, all high school students were conditionally divided into groups: high school students with a high level of formation of a value attitude to family traditions; with an average level and with a high level of formation of the value attitude to family traditions (Fig. 2).
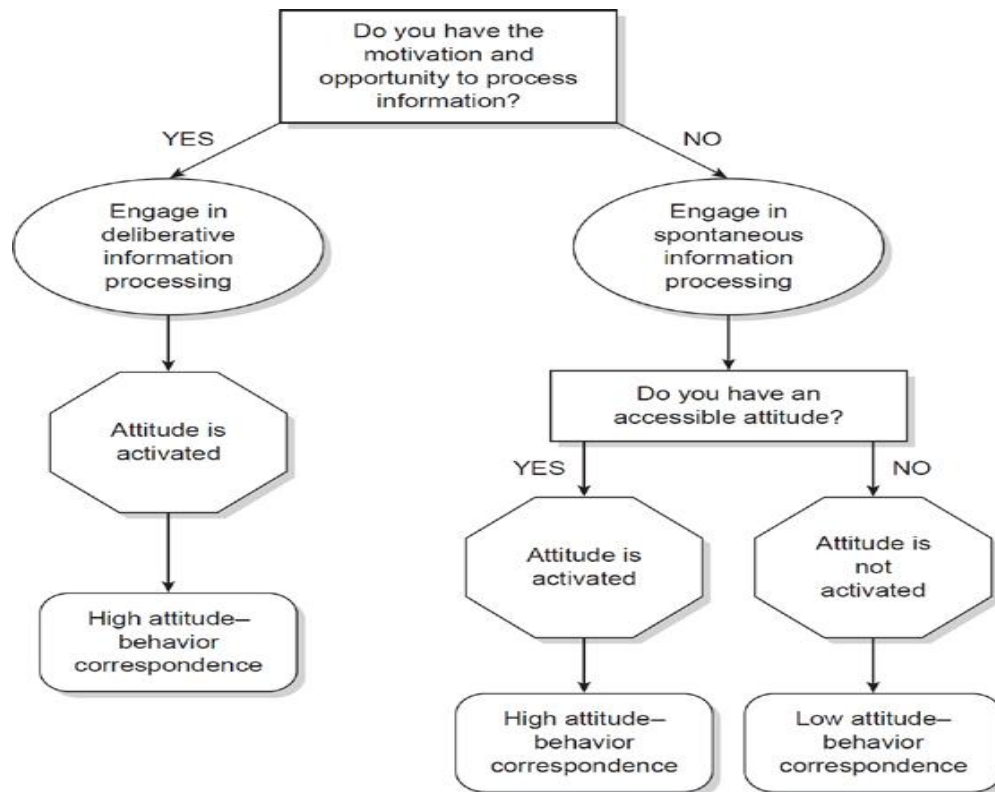
Fig.2.Value attitude to family traditions

3. RESULTS

Accordingly, the ascertaining experiment showed that for the majority of senior pupils of the experimental group participating in the ascertaining experiment, the level of formation of the value attitude to family traditions was not high enough.

Next, we similarly analysed the data obtained in the control group.

Questionnaire was also conducted with them, as a result of which all participants were conditionally divided into groups in accordance with three levels of the formation of a value attitude to family traditions: low, medium and high.

4. CONCLUSION

Consequently, the ascertaining experiment showed that the majority of high school students who were included in the control group and took part in the ascertaining experiment showed that the level of formation of the value attitude to family traditions was not high enough.

Comparing the data obtained in the experimental and control groups at the stage of the ascertaining experiment; we came to the conclusion that they are very similar: in both groups, the level of formation of the value attitude to family traditions is insufficient.

Thus, the results obtained as a result of the ascertaining experiment convinced us of the need to find ways to form a value-based attitude to the family traditions of high school students, one of which, in our opinion, could be the use of social and cultural activities.

5. REFERENCES

[1] http://oilamarkazi.uz/en/news/dvv-20190110

[2] https://uzreport.news/society/15may-xalqaro-oila-kuni

[3] https://strategy.uz/index.php?news=927

[4] Shoumarov F., Rasulova Z. Family encyclopedia. - PH.: «Ilm-ZiyoZakovat», 2016. 270 p.

[5] Polygyny (poly - cup, Greek dupe - wife) - polygamy. In some peoples, the bridge has survived to this day in Muslim nations. / Shoumarov F, Rasulova Z. Family encyclopedia. - PH .: «Ilm-Ziyo-Zakovat», 2016. 270-p.

[6] Polyandry (poly - cup, Greek. Andros - earth) - polygamy. It was widespread during the matriarchal period and is still officially preserved in some ethnographic groups in Northern X, India and Tibet. / Shoumarov ^ Rasulova Z. Family encyclopedia. - PH .: «Ilm-Ziyo-Zakovat», 2016. 270-p.

[7] Karimova Z.Kh. Life values of single mothers. // The journal "Socis", 2007, No. 6. 32-35 p.

[8] NikolaevYa.G. Incomplete family and upbringing. // The magazine "Family in Russia", 2002, No. 2. 31-37 p.

[9] Iver-Jalu E. Single-parent families in France. // The journal "Socis", 1991, No. 5. 117-122 p.

[10] Zelenchukova S.V. Social and pedagogical conditions for the education of adolescents from single-parent families. / The dissertation and the abstract for the degree of candidate of pedagogical sciences. - Barnaul, 2002.