

Theoretical Foundations of Preparing Youth Students for Eastern Family Relations under the Conditions of the Third Renaissance

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ABSTRACT: Educational-cognitive competencies of future teachers in the independent work process play an important role in the formation of highly qualified specialists, because they ensure the professional movement of graduates of educational institutions who can change the scope of their specialization and professional activity if necessary. Thus, educational-cognitive competencies are a factor of social competitiveness. The formation and development of educational-cognitive activities of future teachers in the independent work process takes place at the stage of transition from external management to self-management and self-organization.

The Introduction

The modern era is marked by unprecedented changes and innovations, which have greatly impacted traditional social institutions, including the family. In Eastern societies, family relations are deeply rooted in cultural and religious traditions, which are now challenged by the changing dynamics of modern society. To address these challenges, it is essential to prepare youth students for Eastern family relations under the conditions of the third renaissance. This article explores the theoretical foundations of such preparation.

The Third Renaissance:

The third renaissance refers to a period of rapid technological, social, and economic transformation that is occurring in the world today. This transformation is characterized by a shift towards a knowledge-based economy, where innovation and creativity are essential for success. In this context, preparing youth students for Eastern family relations requires an understanding of the changing social and economic landscape and its impact on traditional family structures.

Eastern Family Relations:

Eastern family relations are based on a collectivist culture, where the family is viewed as the foundation of society. Family members are expected to maintain close relationships and provide support for each other. The role of elders is highly respected, and their wisdom and guidance are considered essential for the well-being of the family. Preparing youth students for Eastern family relations requires an understanding of these cultural values and how they can be maintained in the face of changing social and economic conditions.

Theoretical Foundations:

Several theoretical foundations can guide the preparation of youth students for Eastern family relations. One of the most important is the social learning theory, which emphasizes the importance of observation and

modeling in the learning process. In the context of preparing youth students for Eastern family relations, this theory suggests that role models, such as parents and elders, can play a crucial role in shaping the attitudes and behaviors of young people towards family relations.

Another important theoretical foundation is the ecological systems theory, which emphasizes the importance of the environment in shaping human behavior. In the context of preparing youth students for Eastern family relations, this theory suggests that the family and cultural context are essential in shaping the attitudes and behaviors of young people towards family relations.

Finally, the attachment theory can also provide a useful theoretical foundation for preparing youth students for Eastern family relations. This theory suggests that the emotional bond between parents and children is essential for the healthy development of the child. In the context of preparing youth students for Eastern family relations, this theory suggests that promoting strong emotional bonds between parents and children can be an effective way of promoting positive attitudes and behaviors towards family relations.

Strategies for Preparing Youth Students for Eastern Family Relations:

Based on the theoretical foundations discussed above, several strategies can be used to prepare youth students for Eastern family relations. These include:

Promoting the role of elders in the family and community.

Emphasizing the importance of family values, such as loyalty, respect, and harmony.

Encouraging positive role modeling by parents and elders.

Providing opportunities for youth to participate in family and community activities.

Promoting strong emotional bonds between parents and children.

Conclusion:

Preparing youth students for Eastern family relations under the conditions of the third renaissance requires an understanding of the changing social and economic context and its impact on traditional family structures. Theoretical foundations, such as social learning theory, ecological systems theory, and attachment theory, can guide the preparation process. Strategies such as promoting the role of elders, emphasizing family values, and encouraging positive role modeling can be effective in promoting positive attitudes and behaviors towards family relations

In Eastern societies, family relations are deeply rooted in cultural and religious traditions, which are now challenged by the changing dynamics of modern society. To address these challenges, it is essential to prepare youth students for Eastern family relations. This article explores the forms, methods, content, and means of preparing youth students for Eastern family relations in the educational process.

Forms of Preparation:

The forms of preparation for Eastern family relations can take several different forms, including formal education, non-formal education, and informal education. Formal education refers to the educational system, such as schools, colleges, and universities. Non-formal education refers to learning that occurs outside the formal educational system, such as community-based organizations, religious institutions, and youth groups. Informal education refers to the learning that occurs through everyday experiences, such as family and peer interactions.

Methods of Preparation:

The methods of preparation for Eastern family relations can also take several different forms. These include lectures, seminars, workshops, group discussions, role-playing, and practical exercises. Lectures and seminars can provide students with a theoretical understanding of Eastern family relations, while workshops, group discussions, and role-playing can provide students with opportunities to practice and apply this knowledge in real-life situations. Practical exercises can also be effective in preparing students for Eastern family relations, as they provide hands-on experience and feedback.

Content of Preparation:

The content of preparation for Eastern family relations should be based on the cultural and religious traditions of the region. This can include topics such as the importance of family values, the role of elders, the value of education, the importance of community service, and the significance of religious and cultural practices. Additionally, students should be taught about the changing dynamics of modern society and how these dynamics are affecting traditional family structures.

Means of Preparation:

The means of preparation for Eastern family relations can also take several different forms. These include textbooks, multimedia resources, online resources, and community-based programs. Textbooks can provide students with a theoretical understanding of Eastern family relations, while multimedia resources, such as videos and podcasts, can provide students with a more engaging and interactive learning experience. Online resources can also be effective in preparing students for Eastern family relations, as they can provide access to a wide range of resources and information. Community-based programs can provide students with hands-on experience and practical skills related to Eastern family relations.

Conclusion:

Preparing youth students for Eastern family relations in the educational process requires a combination of forms, methods, content, and means. Formal education, non-formal education, and informal education can all play a role in preparing students for Eastern family relations. Lectures, seminars, workshops, group discussions, role-playing, and practical exercises can all be effective methods of preparation. The content of preparation should be based on the cultural and religious traditions of the region and should also address the changing dynamics of modern society. Textbooks, multimedia resources, online resources, and community-based programs can all be effective means of preparation. By using a combination of these forms, methods, content, and means, youth students can be prepared for Eastern family relations in a way that is both meaningful and relevant to their lives..

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