

# The Role of Teachers in Preparing Boys for Family Relationship in General Secondary Schools

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## ABSTRACT

This article discusses the role of teachers in preparing boys for family relationships in general secondary schools. The discipline of observing the rules of etiquette in preparing boys for family relations in secondary schools is based on a method that is systematically discussed with teachers.

**KEYWORDS:** *students, teenage boys, family relations, family values, educators, pedagogical functions, conversations about etiquette rules, questions and answers, spiritual conversations*

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## INTRODUCTION

Discipline on the rules of etiquette in preparing boys for family relationships in general secondary schools is a method that is organized and systematically discussed with educators. Educators listen to and take into account the views of students, and build their relationships with them on the principles of equality and cooperation.

In preparing boys for family relationships in general secondary schools, "the purpose of the dialogue on the rules of etiquette is to strengthen, deepen, generalize the concepts of family values, moral principles and spirituality, as well as spiritual views and family. "It is the systematic formation of mutual relations."

The Code of Conduct for Preparing Boys for Family Relationships is a method that teaches students to evaluate all the questions they are interested in and to draw the right conclusions. By discussing situations and specific actions, students can easily understand their meaning and significance.

## LITERATURE ANALYSIS AND METHODOLOGY

The peculiarity of conducting conversations on the rules and norms of etiquette in the preparation of boys for family relationships in general secondary schools is that it is possible to include staged events, excerpts from works of art, but at the same time etiquette. - It should not be forgotten that direct exchange of views should prevail in conversations on the rules of ethics. After carrying out this organizational work, educators will have to organize practical activities for boys and work on deepening the identified concepts of family relations, norms of behavior.

The effectiveness of etiquette and conversations in preparing boys for family relationships in general secondary schools depends on a number of important conditions:

- the interview should have a problematic description. Educators should ask non-standard questions and help students find answers independently;
- in preparing for family relationships, the conversation about the rules of etiquette should not be based on a pre-arranged scenario, ie ready answers. Teenagers

need to be taught to respect the opinions of others, to be patient, and to form the right attitude based on evidence;

the conversation should not be turned into a lecture, that is, only the teacher should speak and the students should not be heard. In order to direct the conversation, the educator must avoid hesitation, encourage openness, and the result must be that the trainees understand the essence of the question being discussed. Success depends on how warm the conversation is and how open the students' hearts are.

## DISCUSSION

The topic of conversation should depend on the emotional experience of the trainees. Only topics based on real experience can be successful.

It is important to be clear and consistent in your conversations. No one's opinion should be rejected, which is also important in terms of objectivity, fairness, and a culture of communication.

Discussing the rules of etiquette in preparing boys for family relationships in general secondary schools will help students to follow these rules correctly and come to the right conclusions independently. To do this, the educator must be able to look at events and situations through the eyes of adolescent boys and understand their position in relation to their emotions.

A conversation about the rules of etiquette in preparing boys for family relationships in general secondary schools can be based, for example, on the following scenario:

presenting clear evidence, explaining these facts and analyzing them with the active participation of all interlocutors;

discuss similar cases;

generalize important features, moral qualities of family relations and compare them with previously acquired knowledge;

adolescents are expected to be able to use the concepts they have learned to evaluate their own actions as well as the actions of others.

In the beginning, the conversation is very simple. The inductive approach is preferable: from analyzing concrete evidence to generalizing and drawing independent conclusions.

Conducting conversations about ethics in preparing boys for family relationships in general secondary schools consists of the following steps:

preparation phase;

conduct an interview;

organizing and evaluating daily activities and students' attitudes based on mastered moral norms and rules.

In general secondary schools, it is advisable to conduct ethical discussions twice a month to prepare boys for family relationships. It takes seven to eight days to prepare for each interview.

The preparation phase is the longest and most labor-intensive phase, involving a variety of activities for educators and students. There are several options for preparing for an interview, and we recommend the following:

1. The topic of conversation is determined by the level of development of the student body and the spiritual problems.
2. The purpose of the interview is to help students identify clear norms, concepts, and thus draw practical conclusions.
3. Choose material that relates facts about how to act and what to do.
4. Interview questions are considered in detail.
5. Preparing students for the interview:
  - A. the topic of the interview is announced in advance, the literature is recorded, cases are prepared, what questions are answered, examples are selected;
  - B. Individual assignments are identified as needed, as they prepare students mentally for the analysis of their behavior and ensure that it needs to be improved;
  - C. the tasks to be performed in groups are determined.

Conducting interviews requires a great deal of skill on the part of the educator. The key is to keep students engaged during the interview. The educator should ask questions during the conversation, give vivid examples, clarify the boys' thoughts, give them the right direction, and not allow them to settle down.

It is important to learn to ask questions about the material you read during the interview. Questions should affect the minds and emotions of adolescent boys, forcing them to refer to facts, examples, and life events around them.

The sequence of questions should evoke ethical rules and norms that should be followed in dealing with other people. Here are some suggestions on how to look or get an appointment for antique items:

1. The question should focus students' attention on the spiritual aspects of life, actions, and events.
2. The question should make the student think about the motive of the action and be able to see the complex interrelationship between the motive and the result of the action.

3. The question should make students be able to see the consequences of any action for other people.
4. The question should draw students' attention to people's inner experiences, teach them to look at a person's condition based on external signs, and, as a result, empathize with them.

In general secondary schools, ethical discussions should be conducted in a way that prepares boys for family relationships. They shouldn't have the guts to laugh. Only then will students be able to express their opinions and share their impressions.

Discussions on the rules of etiquette in preparing boys for family relationships in general secondary schools should be enriched with elements of interest. To do this, it is advisable to include in the content of the conversation a variety of life situations, consisting of moral issues. It is very important to show the positive work of students as an object of public opinion, that is, it is not necessary to direct public opinion to the inability of the student to master, to the shortcomings of the order.

There are a variety of options for conducting conversations about the rules and norms of etiquette in preparing boys for family relationships in general secondary schools:

1. Identify the topic of conversation and arouse students' interest in mastering it.
2. Substantiate the relevance and importance of the topic under discussion.
3. Explain the topic of conversation on the life and work of the heroes of the work of art and the realities of life around us.
4. Analyze the situation in the classroom in relation to the topic under discussion, give advice, recommendations, specific tasks to improve the work and student behavior.
5. Summarize the interview and conduct a short survey of students on the material presented.

Of course, the content of the conversation should not be standard. There can be no standard in the whole educational work, in the interview, in any situation of life. But the more educators know these standards, the more likely they are to implement them. They do not limit the creative activity of the educator, but provide a stimulus.

At the beginning of the conversation, students should be interested in mastering the material on the rules of etiquette in family relations.

The following methods can be used for this:

asking questions to clarify the nature of the spiritual concept underlying the conversation, such as what

courage is, what qualities of nobility should be, and so on;

before announcing the topic, it is possible to tell about an interesting event or incident related to the specified topic;

before announcing the topic, to reveal the appropriate moral norm, to remember the situation in the classroom for a deeper understanding;

after the publication of the topic, try to emphasize its importance through a meaningful story.

In general secondary schools, educators and parents, of course, have a key role to play in preparing boys for family relationships, as only they can provide a deep and comprehensive understanding of moral values.

When analyzing student behavior, it is best to focus on positive evidence and examples, and to approach shortcomings with confidence that they can be addressed with kindness.

When the general conclusion of the conversation is expressed with confidence, the conversation becomes firmly entrenched in the minds of the students.

## CONCLUSION

Thus, it is a complex process to prepare and conduct a meaningful conversation in general secondary schools about the rules and norms of ethics for preparing boys for family relationships. This form of work allows adolescent boys to be given basic but basic information about the role of the family, the kinship system, and their role as family members. In general secondary schools, different forms of teacher work to prepare boys for family relationships allow them to choose the most optimal one based on the interests of boys and parents.

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