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ASPECTS OF DEVELOPING FAMILY VALUES AMONG FUTURE TEACHERS

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Abstract. *This article examines the theoretical foundations and policy context of developing familistic competence among future teachers in Uzbekistan. Drawing on an interdisciplinary approach, it explores the role of cultural and religious traditions, social transformations, and educational practices in shaping family values. Particular attention is paid to state measures supporting the institution of the family and the educational implications of the expansion of higher education. Familistic competence is conceptualized as an integrated combination of theoretical knowledge, practical skills, professional readiness, and commitment to continuous self-development that enables teachers to prepare young people for family life. The article outlines an educational module that integrates objectives, content, teaching methods, stages of preparation, and expected outcomes. It argues that targeted pedagogical conditions and continuing professional development can support teachers' readiness to promote family values among students. Recommendations focus on incorporating family-related topics into teacher education and strengthening the methodological foundations of preparation for family life.*

Keywords: *familistic competence, family values, teacher education, preparation for family life, family policy, higher education, professional development, Uzbekistan.*

INTRODUCTION

Each era produces its own normative model of the family, emerging at the intersection of time and the cultural and religious traditions of society. Within this logic, it is possible to trace the specific features of the emergence and transformation of family models in different historical periods. To address this task, it is necessary to rely on an interdisciplinary approach that includes theological, philosophical and

sociological, cultural and historical, and psychological and pedagogical discourses (Munavvarov, 1994).

Family development is considered at the global level within the framework of the United Nations Sustainable Development Goals, as well as within the Strategy of Actions on Five Priority Areas for the Development of the Republic of Uzbekistan. As noted in the Concept for Strengthening the Institution of the Family (Resolution No. PP-3808, 2020), the full implementation of ongoing reforms aimed at strengthening the institution of the family and achieving the established goals is hindered by a number of systemic problems and shortcomings that impede the successful implementation of public policy: research on strengthening the institution of the family that is detached from the realities of modern life; a shortage of specialists and a low level of staff qualifications; the absence of an effective mechanism for forecasting the demand for specialists in the education system; and shortcomings in educational programs aimed at strengthening and developing the institution of the family.

MAIN PART

The Republic of Uzbekistan implements a systemic approach in the field of social family policy. This approach is reflected in measures aimed at strengthening the institution of the family, including improvement of the regulatory and legal framework, development of institutional foundations, and implementation of state programs supporting the family. At the regulatory and legal level, social policy is reflected in the Constitution of the Republic of Uzbekistan, Article 76 of which establishes that the family is the fundamental unit of society and is protected by the state and society, while marriage is based on equality, free consent and traditional values; in the Family Code of the Republic of Uzbekistan; and in the laws of the Republic of Uzbekistan on the protection of citizens' reproductive health and on the protection of women from harassment and violence (Law No. ZRU-528, 2019), as well as on guarantees of equal rights and opportunities for women and men (Law No. ZRU-562, 2019).

The Concept for Strengthening the Institution of the Family in the Republic of Uzbekistan was adopted, and measures were developed to improve the system of social rehabilitation and adaptation as well as the prevention of domestic violence (Resolution

No. PP-3827, 2018). In 2022, within the framework of the Decree of the President of the Republic of Uzbekistan on measures to further accelerate work on the systemic support of families and women (Decree No. UP-87, 2022), the National Program for Increasing the Activity of Women in All Spheres of the Economic, Political and Social Life of the Country for 2022–2026 was approved.

Examples of the institutional basis for the systematic support of families and family values in Uzbekistan include the State Committee for Family and Women and its regional and district, or city, departments in all regions of the country (Resolution No. PP-146, 2022), the Republican Center for Rehabilitation and Adaptation of Victims of Violence and Suicide Prevention, and Family Entrepreneurship Support Centers. At the level of implementing specific family support programs, examples include measures for the further development of the family and the preparation of young people for family life (Resolution No. 820, 2020), as well as the Every Family Is an Entrepreneur program (Resolution No. PP-3777, 2018).

The examples given above clearly demonstrate that the attention paid by the state of Uzbekistan to family issues is systemic, holistic and multidimensional. Thus, in light of the international and national strategies and measures being implemented to strengthen the family, it is important to study the particular features of the attitudes of the people of Uzbekistan toward the family.

However, considering that the number of university students grows every year, the number of students in 2023 being 1.029 million while as of January 2025 it had reached 1.512 million, and considering the growth in the number and the emergence of new non-state educational institutions, we cannot disregard the familistic competence of future teachers and the need to include in educational courses topics related to and aimed at shaping family values among future teachers.

Familistic competence is represented as a systemic personal construct that includes the principal theories of familistics, the application of these theoretical foundations in practice, and their further use in professional activity; the abilities and skills required to form the personality of a future family member, including preparing students for family life at the professional and pedagogical-psychological levels; and a striving for self-improvement as a specialist in this field of knowledge (Munavvarov, 1994). In the modern context of the development of the contemporary family, it is regarded as one of the important components of a teacher's professional competence.

CONCLUSION

A modern teacher, both as a professional and as a person who possesses a certain degree of authority within the reference group of learners, should be competent in various issues related to organizing the process of preparing young people for future family life; should possess a variety of methods and technologies for studying the family as a social institution and as a separate, small state within the state; and should be able to identify the weak and vulnerable aspects of family conflicts and contradictions, clashes of views and incompatibilities of character. This will make it possible to gain a deeper understanding of the motives underlying the relationships of future partners, that is, husband and wife.

The creation of special pedagogical conditions necessary for the successful preparation of university teachers to shape the value foundations of family life among university students within the higher education system is based on three fundamental principles. The presented program module incorporates the unity of target, content and procedural components, namely the goal, the objectives, the principles and the stages of preparation, as well as the content, the forms and methods, and the expected results of each stage.

The implementation of the educational module in the process of continuing adult education contributes to the successful development of familistic competence as the readiness of university teachers to work on introducing students to family values (Resolution No. PP-3808, 2020). Along with this, a number of recommendations were formulated for further implementation in the educational, scientific and methodological spheres of activity.

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