

## PEDAGOGICAL FOUNDATIONS OF IMPROVING MECHANISMS FOR PREPARING 5TH–7TH GRADE STUDENTS FOR FAMILY LIFE BASED ON EDUCATIONAL APPROACHES

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**Abstract:** This article analyzes the pedagogical foundations for improving mechanisms for preparing 5th–7th grade students for family life based on educational approaches. The study highlights educational methods aimed at developing family values, social responsibility, and communication skills in students. It also examines modern pedagogical approaches and effective ways to strengthen preparation for family life within the school education system.

**Keywords:** educational approach, family life, 5th–7th grade students, pedagogical mechanism, values, socialization.

In the modern education system, alongside shaping students' knowledge and skills, the issue of preparing them for life occupies an important place. In this process, enriching students' social experience, instilling moral values, and ensuring their readiness for future family life is considered one of the pressing pedagogical tasks. As the primary social institution of society, the family plays a decisive role in personality formation; therefore, it is necessary to develop correct perceptions of family relationships in students from an early stage. Furthermore, a systematic approach is crucial in shaping students' readiness for family life during the educational process. This process should be implemented not only within individual subjects but also integrated into all educational activities. Skills related to family relationships in students are formed gradually through various subjects, extracurricular activities, and the influence of the social environment. Pedagogical practice shows that students more effectively acquire knowledge about family life through real-life examples, discussions, and practical situations. Therefore, the use of interactive methods, role-playing games, and problem-based situations in the educational process broadens their thinking and enriches their social experience.

Moreover, continuous cooperation between the family, school, and society is an important factor in the educational development of students. Effective communication and collaboration with parents help strengthen students' positive attitudes toward family values. From this perspective, the comprehensive organization of the educational process increases students' readiness for future social and family life.

The process of preparing 5th–7th grade students in general secondary schools for family life is considered one of the important stages from the perspective of pedagogy and developmental psychology. This age period (11–14 years) is the initial stage of adolescence, during which the socio-psychological development of the individual progresses rapidly. According to studies by developmental psychologists D.B. Elkonin and L.S. Vygotsky, it is precisely during this period that students' interest in social relations increases, imitation of adult behavior intensifies, and a system of values begins to form. Therefore, the systematic and

purposeful organization of educational influence is important in forming initial perceptions of family life.

Scientific research shows that emotional instability and high sensitivity to environmental influences are characteristic of adolescence, which requires a special approach in the pedagogical process. Studies conducted by UNICEF and UNESCO have noted that the majority of social and moral values in children are formed between the ages of 10 and 14, confirming how important the educational aspect of the school education process is. Hence, students' readiness for family life is directly related to the educational environment at school and the teacher's activities.

Based on educational approaches, it is possible to develop family values, responsibility, mutual respect, and communication culture in students. Pedagogical research emphasizes that a significant part of student behavior formation depends on the school environment, with the teacher's personal example and educational activities playing an important role. Additionally, interactive teaching methods such as role-playing games, problem-based situations, and group discussions develop students' ability to understand and analyze real-life situations. According to J. Hattie's research, active teaching methods significantly increase the effectiveness of students' acquisition of knowledge and skills [1]. Improving pedagogical mechanisms in preparing for family life is also of great importance. In this process, it is necessary to integrate educational components into curricula, systematically organize extracurricular activities, and strengthen cooperation with parents. The close collaboration between family and school helps establish a stable system of moral values in students. The state educational standards of the Republic of Uzbekistan also emphasize the development of social competencies in students, including communication, responsibility, and independent decision-making skills, as an important task.

Furthermore, modern pedagogical approaches show that students' readiness for family life is shaped not only by theoretical knowledge but also through practical activities. Therefore, using methods of modeling real-life situations, discussion, and analysis during lessons yields effective results. This develops students' independent thinking and psychologically prepares them for future social and family life.

Fifth to seventh-grade students in general secondary schools are at the beginning of adolescence, which is crucial for their psychological and social development. It is at this age that students' value system, attitudes toward social relations, and personal views begin to form. Therefore, effectively applying educational approaches in the educational process is important for strengthening their readiness for future family life [2]. The relevance of the topic lies in the fact that today, increasing the level of young people's readiness for family life and educating them as responsible and socially mature individuals is one of the main tasks facing the education system. From this perspective, improving the mechanisms for preparing 5th–7th grade students for family life is one of the important directions of pedagogical research. This article scientifically analyzes the pedagogical foundations for forming students' readiness for family life based on educational approaches and ways to improve existing mechanisms.

The process of preparing 5th–7th grade students for family life in general secondary schools is one of the complex and multifaceted directions of pedagogical activity. This process is directly related to the formation of a system of family values in students, awareness of social roles, and the development of a sense of responsibility. During this age period, students'

psychological development proceeds rapidly, and they begin to actively observe and internalize social relationships in their environment. Therefore, educational approaches play an important role in forming initial concepts of family life [3]. Educational approaches represent a system of purposeful pedagogical influences aimed at the student's personality development. Through these approaches, qualities such as moral virtues, communication culture, mutual respect, and responsibility are developed in students. In the process of preparing for family life, educational approaches serve to develop students' ability to analyze real-life situations, make correct decisions, and adapt in social relationships. This strengthens their psychological and moral readiness for future family life.

Pedagogical mechanisms used in preparing students for family life are among the main factors determining the effectiveness of the educational process. These mechanisms include integrated education in the classroom, extracurricular activities, discussions and trainings, and teacher-student collaboration. Practice shows that sometimes these mechanisms are not applied systematically enough, which negatively affects the effectiveness of educational outcomes [4]. Therefore, there is a need to improve them based on modern pedagogical technologies. Today, interactive methods, project-based learning, role-playing games, and problem-based teaching are gaining importance in increasing student activity. These approaches allow students to analyze real family life situations and develop appropriate approaches to them. Also, strengthening cooperation with parents is an integral part of the educational process. The continuity between family and school serves to form a stable system of values in students.

In shaping family values, the health of the pedagogical environment, the teacher's personal example, and the systematic nature of educational work play important roles. By developing qualities such as respect, affection, responsibility, and solidarity in students, it is possible to prepare them for future family life. At the same time, applying an individual approach allows for taking into account the psychological characteristics of each student [5].

In conclusion, this article analyzed issues of improving mechanisms for preparing 5th–7th grade students for family life based on educational approaches. Research shows that forming initial perceptions of family values in students during this age period is an important stage in their personal development. Therefore, purposefully and systematically organizing preparation for family life in the educational process is of urgent importance. Hence, it is necessary to further improve educational approaches, harmonize them with modern pedagogical technologies, and widely use interactive methods that ensure students' active participation. Such approaches serve to form not only theoretical knowledge but also practical life skills in students. Furthermore, strengthening cooperation between the family and educational institutions remains an important factor in the formation of stable moral and social values in students. Systematic work with parents and their active involvement in the educational process further strengthens students' readiness for family life.

Thus, a comprehensive approach, i.e., the harmony of pedagogical, psychological, and social factors, is of primary importance in increasing students' readiness for family life. This serves to form socially mature, responsible, and spiritually harmonious individuals in the future. Educational approaches serve to develop moral qualities, social responsibility, communication culture, mutual respect, and other competencies in students. The pedagogical process organized based on these approaches allows for the development of not only students' knowledge levels but also their life skills. In particular, the use of interactive methods and practical exercises

ensures students' active participation and increases their independent thinking ability. It was also determined that cooperation between family and school is an important factor in increasing the effectiveness of the educational process. Establishing continuous communication with parents helps form a stable system of values in students. At the same time, the need to improve pedagogical mechanisms based on modern educational technologies was noted.

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