

SECTION 21. Pedagogy. Psychology. Innovations in the field of education.**Yunusova Guzal Sultanovna**

Head of Department,
the Institute of Teachers' Training and Professional Development, Fergana,
Uzbekistan

THE RESULT OF IMAGINES OF THE YOUTH AND TEENAGERS WHO BRINGING UP IN PLENITABLE AND UNPLENITABLE FAMILY

*The article considers the issues of education of adolescents in the family.
Keywords: education, family.*

“The orientation of traditions” of M.Rokich’s methods of relations of youth and teenagers to family traditions are translated to Uzbek. By this method, the youth and teenagers from plenitable and unplenitable family are tested and they give order to estimate the value of the family traditions.

As we know, M.Rokich prefers 2 groups, of methods the first one consists of phrases, the second, is instrumental, and consists of key words. In spite of, the investigation was very difficult, we tried to hold it between youth and teenagers and they must value the place of the family traditions.

As the result, we choose the methods of traditions and don't change the style of author. Because, the main problem is to choose social group of traditions. During looking through the result of investigation we keep the principles, the youth and teenagers marks from 18 traditions 10 positions and separate the marked traditions. On the 1st scheme you can see the result of girls from unplenitable family in the block “A”. For example, from 90 plenitable family's member put 1 to “salomatlik” and we divided it to 90. You can see it on the scheme №1.

Scheme №1**The value of the youth and teenager girls from unplenitable family (block A) N=176**

Traditions	Girls from plenitable family (N=90)		Traditions	Girls from unplenitable family (N=86)	
	Abs	Coif		Abs	Coif
1.Health	71	78,8	1.Health	80	93,0
2.Funny life	53	58,9	2. Financially security	72	83,7
3.Business luck	52	57,8	3.Experience	70	81,4
4.Love	40	44,4	4. Funny life	50	58,1
5.Freedom	33	36,7	5.Independence	49	57,0

6.Happy family life	32	35,6	6. Business luck	44	51,2
7.To have good position in social life	31	34,4	7.Happy family life	43	50,0
8.Independence	25	27,8	8.Spirit fullness	43	50,0
9.Financially security	23	25,6	9.Happines of member's of family	33	38,4
10.Wide sense	17	18,9	10.The soft life in old hood	20	23,3

As you see on the scheme, the main tradition of the life for the girls from two groups was the health. Many girls marked it with №1, especially, for the girls from plenitable family this tradition differ in each group. For example, the girls from plenitable family prefer the funny life, the luck on business and others prefer money fullness to funny life. (83, 7) Experience (81,4). “Funny life” differ for 58,9 to 58,1 mark between two groups, but, stay on the 4th place. So, as you see below two groups mark the traditions such as “business luck” (57,8 and 51,2), happy life (35,6 and 50,0) “independence” (27,8 and 57,0), money fullness (25,6 and 83,7). If you pay attention to the tradition “money fullness”, it differs between the girls from other families. (25,6 and 83,7).

In the next period we hold the experiments for instrumental traditions.

Scheme №2

The result of marks of the youth and teenager girls from the plenitable and unplenitable family (block B) N=176

Traditions	Girls from plenitable family (N=90)		Traditions	Girls from unplenitable family (N=86)	
	Abs	Coif		Abs	Coif
1.Intelegence	27	30,0	1.Moral	66	76,7
2.strong hope	25	27,8	2.Modesty	62	72,1
3.bringing up	20	22,2	3.To control herself	50	58,1
4.be funny	20	22,2	4. Funny life	48	55,8
5.to have own opinion	18	20,0	5.the wide view	40	46,5
6.the wide view	17	18,9	6.the result of work	34	39,5
7.modesty	16	17,8	7.be funny	31	36,05
8.the result of work	15	16,7	8.bringing up	23	26,7
9.moral	13	14,4	9.intelegence	23	26,7
10.responsibility	10	11,1	10.to have own opinion	10	11,6

On the scheme, we can see that the person want to have such traditions. Block B is the high marked value of the experiment and Block A; you can see the similar qualities. Because, among traditions every group choose 8 similar traditions, but put in different place.

For example, “the intelligence”, stay in the 1st place for the girls of plentiful family, (30.0) but the girls put it to the 9th place (26.7). Well furnished “stays on the 1st place of the girls from the unpleasurable family (76.7) and it stays on the 9th place of girls from the plentiful family (14.4). While we were investigating the girls from the plentiful family, we showed the similarities among the answers. Their very popular answers were “well furnished”, “modesty”, “to control herself”, “justice”. The girls from plentiful family have intellectual tendency to “knowledge”, “strong hope”, “good behavior”, “Funny” and they have not general meaning, but have low coefficient. Because, 25 of them behavior and give the 2nd place. In unpleasurable families 23 of the girls considers these units, but give the 8th place. Generally, you can see the principles between 2 families.

If we begin to discuss the differences between two families, the plentiful family’s representative prefers “strong hope” and “responsibility” don’t have the place among ten places. We understand that the social life relates to the youth and teenager girls.

The youth and teenager boy from the plentiful and unpleasurable family differs from the point of the view of teenager girls. For example, if the girls value “the health” as the main traditions, the boys give 1 and put on the 7th place and differs 78,9 to 93,0 (girls) 76,0 to 53,1 (boys).

Scheme №3

The results of the value of life tradition among the youth and teenager boy from the plentiful and unpleasurable family (block A) (N=99)

Traditions	Girls from plentiful family (N=50)		Traditions	Girls from unpleasurable family (N=49)	
	Abs	Coif		Abs	Coif
1.Happy life	39	78.0	1.Economic profuseness a	41	83.7
2.Health	38	76.0	2. Freedom	40	81.6
3.Freedom	34	68.0	3. Trust to itself	33	67.35
4.To be active in job	28	56.0	4. Happy life	32	65.3
5.Happiness	25	50.0	5.To have own place	30	61.2
6.Love	24	48.0	6. Independence	27	55.1
7.To have best friend	24	48.0	7.Health	26	53.1
8.Full life	20	40.0	8.Experience	22	44.9

9.Independence	17	34.0	9.Happinee	21	42.9
10.Beliefe	16	32.0	10.Spiritual progress	18	36.7

As we see on the scheme, “the happy family life” 78,0 stays on the 1st place of the teenager boys from the plenitable family, but “money fullness (83,7)”, “to live happy (65,3)”, stay in the next place of the boys from unplenitable family. “Health”, (76,0 to 53,1), “Independence” (68,0 to 81,6), “Happiness of members” (50,0 to 42,9), “Independence” (34,0 to 55,1), “Belief” (32,0 to 67,35) have the main position in this retting, but the coefficient differs. For example, when we analyze he boys from the unplenitable family, we consider that they will be good person and father in future. Half of representatives prefer teacher the children to be modesty.

The boys from the unplenitable family value the modesty, to control himself as the positive category, but the boy from another family value these category on the last place.

REFERENCE

1. Abdusattorova O.A.. Oila muhitida o'smirlarda shakllanadigan identifikatsiyaning gender xususiyatlari // Psixol.f.n. ilmiy daraja. olish uchun yozilgan diss. avtoref.-T., UzMU 2007. – 22 b.
2. Gender tadqiqoti asoslari kursi xrestomatiyasi: Oliy o'quv yurtlari uchun tavsiya qilingdi // Ilmiy muharrir: prof. O'.Abilov; Rus tilidan qisqartirilgan tarjima: dots. 3.Boboeva, 3.Usmonova. – T.: O'zbekiston, 2003. – 276 b.
3. Golod S.I. Stabilnost' sem'i: sotsiologicheskii i demograficheskii aspekti/Pod red. G.M.Romanenkovoy.-L.,1984.-136 s.
4. Drujinin V.N. Psixologiya sem'i: 3-e izd. – SPb: Piter, 2008
5. Imom G'azolliy. Ey, farzand. – T.: Movarounnaxr, 2005 – 128 b.
6. Eydemiller E.G. Yustiskiy V.V. Semeynaya psixoterapiya. - L., 1989. – 192s.
7. Karimova V.M.Yoshlarda o'zbek oilasi to'g'risidagi tasavvurlar/ Psixol.f.d. ilmiy darajasini olish uchun yozilgan dis.. Farg'ona.: FDU 1994.-291 b.
8. Karimov I. A. Yuksak ma'naviyat – engilmas kuch.– T.:Ma'naviyat, 2008-54 b.
9. Kon I.S. Psixologiya yunesheskogo vozrasta: (Problemi formirovaniya lichnosti). Ucheb. posobie dlya studentov ped. in-tov. – M.: Prosveshenie, 1979. – 175 s.