

The Problems of Training Youth for Future Family Life in Karakalpakstan

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Abstract

At the time of independence of the Republic of Uzbekistan and the Republic of Karakalpakstan there was done a great work in training young people for family life. It should be noted the development of teaching materials and the introduction of the subject «Psychology of Family Life» into the curriculum of vocational colleges and academic lyceums which is studied in the third year, when the question is actual in this age of students. For educational institutions in Karakalpakstan there was designed Karakalpak version of the tutorial, which is being studied by students for over 10 years. It is well known that one of the leading factors in the strength of the family and a healthy psychological environment it is personal and theoretical readiness of young people to create a family. There are a number of researches devoted to the study of young people's ideas about family life and the criteria of their readiness for marriage. In order to strengthen the family as in a learning course "Psychology of Family Life", and in the life it is need effectively cultivating and use the family type of holiday: the resorts, sanatoriums, rest homes, as well as various tourist trips in the country and abroad.

Index terms— healthy psychological environment, young people's ideas, various tourist trips.

1 Introduction

At the time of independence of the Republic of Uzbekistan and the Republic of Karakalpakstan there was done a great work in training young people for family life. It should be noted the development of teaching materials and the introduction of the subject «Psychology of Family Life» into the curriculum of vocational colleges and academic lyceums which is studied in the third year, when the question is actual in this age of students.

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There are a number of researches (Karimova, 1994; Shaumarov, 1983; Shaumarov, , 1994; Hneyder, 2000; Hapiro, 1983, and etc.) devoted to the study of young people's ideas about family life and the criteria of their readiness for marriage. In this case, there still remains little explored question of readiness for family life of respondents. Relevant is the assessment readiness and psychological reasoning test.

In this regard, we have taken a test survey of 4 th year students of Nukus State Pedagogical Institute, students of academic lyceum at this university and vocational college students of third-year.

According to the results, most respondents expressed unreadiness to family life. Positive thing, in our view is that the younger the age the more expressed (in quantitative) and argued enough (in content) the unreadiness of students for family life. Evidence of this case is the comparative data of 4 th year students of pedagogical institute with the graduation class students of academic lyceum at the same HEI (Higher Education Institution).

For example, the lack of training for the family life of students was noted in 47% of cases, whereas the academic lyceum graduates the rate was 91 percent. Somewhat unexpected, but quite explainable were the responses of vocational colleges graduates, where the lack of readiness for marriage was 63% in a rate. Statistical analysis of the above data shows a clear correlation between willingness to marriage, beginning of family life, age and education level of the respondents. The higher the level of education and age, the more they expressed their readiness for marriage and vice versa.

At first glance, the rates of professional college graduates do not fit in the logical framework of the abovementioned judgment, but an objective analysis shows that more than half of them (58%) are not planning to continue their studies in higher education, and intend to pursue further work in the workplace, while 97.5% academic Lyceum graduates are tuned to continue their education in universities.

It is in our opinion, reflects the difference of (AL Academic Lyceum and PC Professional College graduates) in readiness for family life. It is important, in our view, both theoretically and practically the argument of students' unreadiness for marriage. As the leading arguments were given (marked) the psychological immaturity of their personality to fulfill the role of father and mother, the economic dependency on parents, the inability to perform the family full functions, especially in the educational and economic part. Among the arguments in men prevails the economic aspects (82%), in women's educational (91%).

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It should be noted that, under the educational function of women are implied not only the performance of the role of education, but also all the complexity: a combination of study with the birth of the child and appropriate care for him as a mother.

Chatting with respondents of academic lyceums and professional colleges there was identified lack of formation of knowledge and skills about the psychology of family life in general and the issues of family functions in particular, despite the presence of the subject "The Psychology of Family Life," which is studied according to the curriculum at the third (graduation) year of education in all secondary special and vocational institutions (AL and PC).

It can be supposed that the teachers on psychology of family life in AL and the PC are not teaching the subject in a high level.

It should be noted the increased interest of academic lyceums students to the given matter. One of the factors supporting the abovementioned proposition is the expressing the unreadiness for self-family life and convincingly arguing their positions; students are interested in the motives of parents and true causes of girls' early marriage at the insistence of their parents. In our opinion, it is dissent and internal protest of girls in relation to parents, initiating early marriage of their daughters, because the parents' decision often nullifies all the prospects and future plans of girls connected with their professional career, the full realization of the intellectual and spiritual potential of the individual.

It should be noted that in relation to other regions of Uzbekistan in karakalpak family the early marriage of girls is less expressed. However, there are other problems (premarital pregnancy at school age in 9 th grade).

It is well known that one of the most important factors in the strength of the family is the effective implementation of the family functions by the spouses.

In karakalpak family, like in many other nations, implementation of the economic functions, i.e. material and financial supply set on the shoulders of the men, while the educational function are predominantly to women.

Even in the modern egalitarian karakalpak family where wife's income often not less than her husband's income, due to pregnancy, childbirth leave, child care and some other factors, the wife is not financing for a while, when the husband "biologically liberated" from abovementioned factors, is required and consistently performs the functions of a supplier.

It is noteworthy that among the eight family functions the vast majority of respondents indicated the two-parts the economic and educational.

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Family The focus of the respondents to these two functions is shown not only with the knowing the importance but with the "having an introduction" of these functions because they are from birth to the present day and beyond are the people of upbringing for their parents and they perform these functions in relation to their younger brothers and sisters.

The economic function of the family is also well known, as each day begins with this question. The result of the analysis on the readiness of young people to marriage shows the unformed imagination of family functions, the ignorance of its importance in the development of a strong family and a stable marital relationship. In the arguments of negativity to family life, none of the respondent was indicated recreate and regulatory functions -family.

Only 8% of respondents indirectly hinted at the emotional and psychotherapeutic function, despite the fact that they have studied the subject and the topic separately under the subject "The Psychology of family life". In performing the household function of youth has an analogue (sample) at home in the parental family. Perhaps this caused 424 students to denote this function family.

Reproductive function is forced to perform by age-physiological characteristics of the individual. This function was identified by students (except 8%) together. It is necessary to pay special attention to forming the knowledge and skills to fulfill emotional and psychological, recreational and regulatory functions of the family at home and by the subject "Family psychology" on the theme "Family functions" which is studied in A1 and PC.

The other functions of the family, they are able to form in a traditional way in the process of formation their personality in the parental home. On the last three without special training and study, they will not even have an idea, as it is shown by the results of our research. Among the last three functions the most important thing is an emotional and psycho-therapeutic because it is by sufficient expression can enhance the effectiveness of the others, even the most important (economic and educational) functions and conversely, to minimize their significance. With the expression of these functions, a person can experience comfort, despite financial shortcomings and conversely, with no expression of this function, despite the financial provision it may be very tense.

Based on the research results and life observations, it is needed to work on the formation of knowledge and skills among young people in matters of execution of recreational (leisure, recreation, relax, restore mental and physical forces) function.

In our view, we should pay attention to the culture of the organization of leisure, not on the cult of gastronomic interest, but on the cult of moral values, the cult of a healthy lifestyle in the family and outside the family, and for the early initiation of children to the sport and the arts, the formation of the need for regular exit to nature, to become acquainted with the historical monuments in the country and abroad.

In performing this function in the present day, not every parental family can be as a model, because many families are in general far from the model by their way of life and leisure activities. With this in mind, we have to form these skills and basic need in the cultural leisure activities of today's youth, which will serve as a model for their children.

Without prejudice to the rights of mature individuals, we must reduce the effective use of the family as a social control. This is not a tribute to the traditions, but first of all it is promotion the interests of the individual, society, nation, family of current and future generations.

Thus, summing up the results of the analysis of research on the current status and problems of training students of academic lyceums, professional colleges and students of higher education institutions we can make the following conclusions:

? Students' knowledge and understanding of family functions (in spite of special education) are not extremely enough. At this level, their knowledge cannot serve as a guarantor of a strong family.

? Curriculum and textbook on the psychology of family life should be urgently reviewed, revised, amended on the basis of family research results for the last period (the period of preparation and publication of Karakalpakstan variant until today).

? In the preparation of the last revised version it should be noted the practical needs of family life knowledge and skills for independently decision of AL and the PC students of different problem situations taken from life.

? In the study of this subject (Psychology of family life) we should pay more attention to ethnopsychological material, the scientific analysis of the traditions and customs of the people, to give an objective assessment from the perspective of today. ? The changes in the modern family cannot be perceived in the negative and assume the derivatives crisis of the family. It is necessary to see in the basis the socio-economic changes. The entire negative, where appropriate, it is wisely to discern the elements of a positive and effective use of them in strengthening families in improving the psychological climate in dysfunctional families. ? To develop a variety of teaching aids, effectively using modern means of education, including teaching and technology. ? At the classes on the psychology of family life, it is advisable to show episodes from a psychological conflict, followed by an analysis of behavior, communication, decisions and actions of the characters. ? It is advisable to pay more attention to the psychological trainings to improve the culture of communication, culture of courtship. ? In order to strengthen the family as in a learning course "Psychology of Family Life", and in the life it is need effectively cultivating and use the family type of holiday: the resorts, sanatoriums, rest homes, as well as various tourist trips in the country and abroad. ^{1 2}

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