

**PEDAGOGICAL PROBLEMS OF SINGLE-PARENT FAMILIES***Nabieva Farangis**Tashkent University of Economics and Technology**Faculty of Social Sciences, 2nd-year student**[nabiyevafarangis708@gmail.com](mailto:nabiyevafarangis708@gmail.com)*

**ABSTRACT:** This article analyzes the pedagogical problems of single-parent families, their causes, and consequences. Single-parent families, which arise as a result of divorce, the death of one parent, or when children are raised by only one parent, have a negative impact on children's development. In such families, children often face psychological, social, and financial difficulties. Teachers and psychologists play an important role in supporting the emotional and psychological well-being of children and must pay special attention to their needs. The article thoroughly examines the role of educators, the system of social support, and the role of society in child upbringing. Various forms of social assistance — including financial, psychological, and educational support — contribute to creating the necessary conditions for the development of children in single-parent families.

**Keywords:** Single-parent family, pedagogical problems, upbringing, social adaptation, family values, social support, emotional development, social integration.

**Introduction**

A single-parent family is a family form in which one of the parents (usually the father or mother) has left the family unit for various reasons (divorce, death, abandonment, etc.), and the child is raised by only one parent or relatives. In such families, the risk of the child being deprived of full-fledged educational, psychological and material conditions is high. In recent years, the number of dysfunctional families has been increasing in various countries, especially in Uzbekistan. The weakening of marital stability and family conflicts are leading to an increase in the number of divorces. Unemployment and financial difficulties can also cause family discord and lead to divorce. The long-term departure of a parent abroad also causes disruptions in the upbringing of children. Sometimes, a careless attitude towards family and a lack of responsibility among young people leads to the growth of dysfunctional families. As a result, the number of divorces increases, which leads to economic problems, labor migration, and the weakening of our social and spiritual values. The growth of dysfunctional families creates various problems in society: A gap appears in the upbringing of children, which negatively affects their moral, emotional and social development. Social inequality increases, because children growing up in dysfunctional families often become representatives of the poorest strata. The risk of falling into the wrong environment increases, that is, such children are more likely to get involved in crime or harmful groups due to lack of supervision. In the future, this can lead to the formation of a negative attitude towards the family from children. This threatens the stability of new families. - Causes of an incomplete family (divorce, death, single mother/single father). Differences between complete and incomplete families. An incomplete family is a family in which children live without one of their parents, that is, the family composition is incomplete. This situation occurs for various reasons. The most common reasons:

1. Divorce is the dissolution of a marriage. Divorce occurs due to disagreements, quarrels, distrust, or financial difficulties between parents. In this case, the child usually remains in the care of the mother, but sometimes he can also live with the father.

2. Death. Due to the death of a father or mother, the family structure becomes incomplete. Especially for young children, this is a great psychological shock and has a negative impact on upbringing.

3. Single mother or single father (unmarried/abandoned by mother, etc.). In some cases, children are born out of wedlock and the child grows up under the care of only the mother or father. Sometimes the abandonment of the child by the father or mother (for example, going abroad or leaving home) also causes the formation of a dysfunctional family.

#### **The role and approaches of educators**

The difference between a complete and an incomplete family. If we take the main aspects, in a complete family the composition also consists of full parents and children. In an incomplete family, only the father or mother and children. There are differences in the upbringing environment, and in complete families full supervision, love and upbringing are provided by both parents, while in an incomplete family there is often a burden on one person and it is one-sided. A child growing up in a complete family feels safe.

The absence of a father or mother in the family leads to a lack of love and attention, incomplete upbringing. This causes a void to appear in the child's heart. In such a situation, a teacher fills this void with love and attention, brings warmth to the child's heart, and becomes a symbol of humanity. A true teacher is a high-ranking person who can feel the most delicate threads in the child's soul and harmoniously enter his spiritual world.

Children growing up in dysfunctional families often exhibit negative traits such as self-doubt, low self-esteem, aggression, or, conversely, shyness, and sociability. Therefore, special sensitivity and attention are required in the pedagogical approach to this issue. The teacher should approach such children on an individual basis, with love and care.

No matter how educated and experienced the teacher is, it is important for him to be able to feel the child's soul, to see not his weaknesses, but his strengths. Because every child is a new opportunity, a new hope, and a bright future.

Through the teacher's individual approach, the child feels love and emotional support, learns to behave appropriately in society, and achieves stability in adapting to social life.

The absence of a father or mother in the family leads to a lack of love, lack of attention, and incomplete upbringing. In such a situation, a void naturally forms in the child's heart. In such cases, the educator is not a person who fills this void, but a person who enters the hearts like a warm light. Only true educators are strong individuals who can grasp the most delicate threads of humanity and reach the strings of children's hearts with melody.

Children growing up in dysfunctional families often exhibit such traits as insecurity, low self-esteem, aggression or, conversely, shyness, and sociability. Therefore, this issue requires special attention and sensitivity in the pedagogical approach. The teacher should approach such children with love, entering into the inner world of each of them on the basis of an individual approach. He tries to understand the inner world of each child, filling the void in his soul not only with knowledge, but also with warmth emanating from the heart.

In any case, the teacher focuses on the child's potential, not his weaknesses. Because every child is a symbol of new opportunities, new hopes and a bright future. Therefore, approaching this issue, the teacher considers it his priority to work individually with the child, communicate with him with love, and support him spiritually. Being a shoulder to shoulder and guide in the child's adaptation to social life is a sacred duty of the teacher. A true teacher tries to hear the child's inner voice. He puts himself in the child's shoes, feels the situation with his heart, and gives strength to the child through his life experience. Gradually, he becomes an invisible but deeply felt support for such children. A teacher is not an ordinary profession, it is the calling of the heart, the art of being a balm for childhood dreams.

#### **The role of social support and society in a dysfunctional family**

Children growing up in dysfunctional families often need psychological, material and social support. Such children require an attentive, loving and consistent approach. Educators do not spare their help in this direction, supporting them in the following important aspects:

1. **Social support** - aimed at ensuring the child's adaptation to society, forming and developing his social skills.
2. **Material support** - in cases of need, meeting the basic needs of children, creating appropriate conditions for them, identifying their interests and directing them accordingly.
3. Psychological support - to stabilize the child's mental state, increase self-confidence, and motivate them to strive for the future.

Through these types of support, educators strive to ensure the healthy and social development of the child. Society should also not be indifferent to this issue. The neighborhood system, educational institutions, health care organizations and other social institutions should provide comprehensive support to children from dysfunctional families: ensuring their education, protecting their rights, paying attention to their health and always keeping them under control - these are their tasks.

Most importantly, every member of society - every person, every heart - should show love to children from dysfunctional families, understand them and contribute to their full adaptation to society. After all, the future of our society is in the hands of young people. The upbringing, growth and maturity of young people is our common responsibility. This responsibility should be shared not only by parents, but also by the entire society, especially by educators who are dedicated representatives of the education sector.

At a time when divorces are increasing and families are weakening, children growing up with a strong, healthy spirit is an important foundation for the development of the country. Therefore, we must work together to ensure that every child strives for a happy and fulfilling life.

In conclusion, the increase in the number of dysfunctional families creates social problems, but through the joint efforts of educators, society and social organizations in combating these problems, there is an opportunity to provide children with a complete and healthy upbringing. Educators should instill warmth and support in the hearts of children, and society should provide these children with social and psychological support.

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