



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01457.9

SOCIO-PEDAGOGICAL PROBLEMS OF FORMATION OF A CHILD'S PERSONALITY IN AN INCOMPLETE FAMILY

Shaumarova Zilola Abdushukurovna*

* PhD, Acting Associate Professor of "Social Pedagogy",
 TSPU named after Nizami,
 UZBEKISTAN

ABSTRACT

The article describes the pedagogical, psychological, social and economic problems in a defective family, ways to overcome the problems in a defective family. According to the Pew Research Center¹, the largest number of single-parent families in the United States is at 23%. In France and Russia - 18%, Great Britain - 21% of single-parent families. And in China and Vietnam, the number of single-parent families is 3-4%. In an incomplete family, negative feelings in most cases are the transition during life from mother to child. Studies have argued that most women who are chronic have pedagogical, psychological, economic, social, spiritual, and physiological difficulties. In such families, in most cases, the help of generations of mature age - grandfathers, grandmothers, who make their sufficient contribution to the full performance of such a function as material security.

KEYWORDS: *Single Family, Pedagogical, Psychological, Social, Economic, Parent, Community, Socialization.*

INTRODUCTION

The world pays special attention to protecting the legal culture of the child, creating favorable conditions for the all-round harmonious development of children, increasing the obligations of parents in the education and upbringing of children. According to the Pew Research Center¹, the largest number of single-parent families in the United States is at 23%. In France and Russia - 18%, Great Britain - 21% of single-parent families. And in China and Vietnam, the number of single-parent families is 3-4%. According to the data of the World Health Organization (WHO), one of the factors leading to the suicide of underage children is the environment of an incomplete family; at present, systematic work is being carried out to study the socio-pedagogical characteristics of personality formation.

In our republic, special attention is paid to strengthening the institution of the family, reducing the number of divorces and, as a consequence, the number of single-parent families, preventing crime among young people and women, improving the system of psychological and pedagogical prevention of suicidal behavior. The Action Strategy for the Further Development of the Republic of Uzbekistan provides for the further implementation of a set of measures to strengthen family health, protect motherhood and childhood, further expand the use of high-quality medical services by mothers and children, provide medical services based on specialized and high technologies for them, reduce infant mortality and children.²

Opinions that an incomplete family should not be perceived only in a negative sense, as a source of problems, a certain part of famous personalities grew up in single-parent families and, despite having experienced certain difficulties, the problems became known as exemplary personalities, writers, scientists, military leaders, statesmen and remained in history as unforgettable personalities, reflected in the works of G.B. Shoumarov.

The dissertation of G. Yadgarova reveals the issues of interpersonal relations in complete and incomplete families, socialization of the individual, factors that determine the socio-psychological status of mothers and children in single-parent families, as well as the influence of relationships on the socialization of the individual.

In the research work of Yu.K. Shaamirova, having studied the national-spiritual, pedagogical-psychological, social-pedagogical environment of an incomplete family, single-parent families, best practices are summarized.

V.A. Barabokhina carried out a scientific analysis of the issues of socialization as a means of pedagogical support for children of primary school age in single-parent families, the negative impact of an incomplete family on the socialization of a child, the pedagogical significance of using the national cultural heritage in the socialization of primary school age children, cognitive, socio-psychological aspects of socialization child. At the same time, M.V. Noskova in her research studied the issues of different expression of the father's status in different ethnic groups, ethno psychological characteristics of families, the manifestation of individual psychological characteristics of the father's personality in an incomplete family, specific aspects of education and cultural level.

According to the analysis of the above scientific studies, there is a strong relationship between the age of the mother at the time of birth and the expression of a feeling of abandonment of the child, the abandonment of many young mothers from their child is explained by their age, insufficient maturity as a person, insufficient expression of the maternal instinct, material insecurity, lack of certain profession and other factors. In an incomplete family, negative feelings in most cases are the transition during life from mother to child. Studies have argued that most women who are chronic have pedagogical, psychological, economic, social, spiritual, and physiological difficulties.

An incomplete family is a family in which there is no father or mother; the child is raised by the father or mother. Based on which of the parents is engaged in raising the child, with whom the child lives, such families are called **paternal or maternal incomplete families**.

Pedagogical and psychological, socio-economic characteristics of an incomplete family can influence the formation of a child's personality in the future. The article highlights pedagogical, psychological, social and economic problems that influence the formation of a child's personality in an incomplete family (see Figure 1).

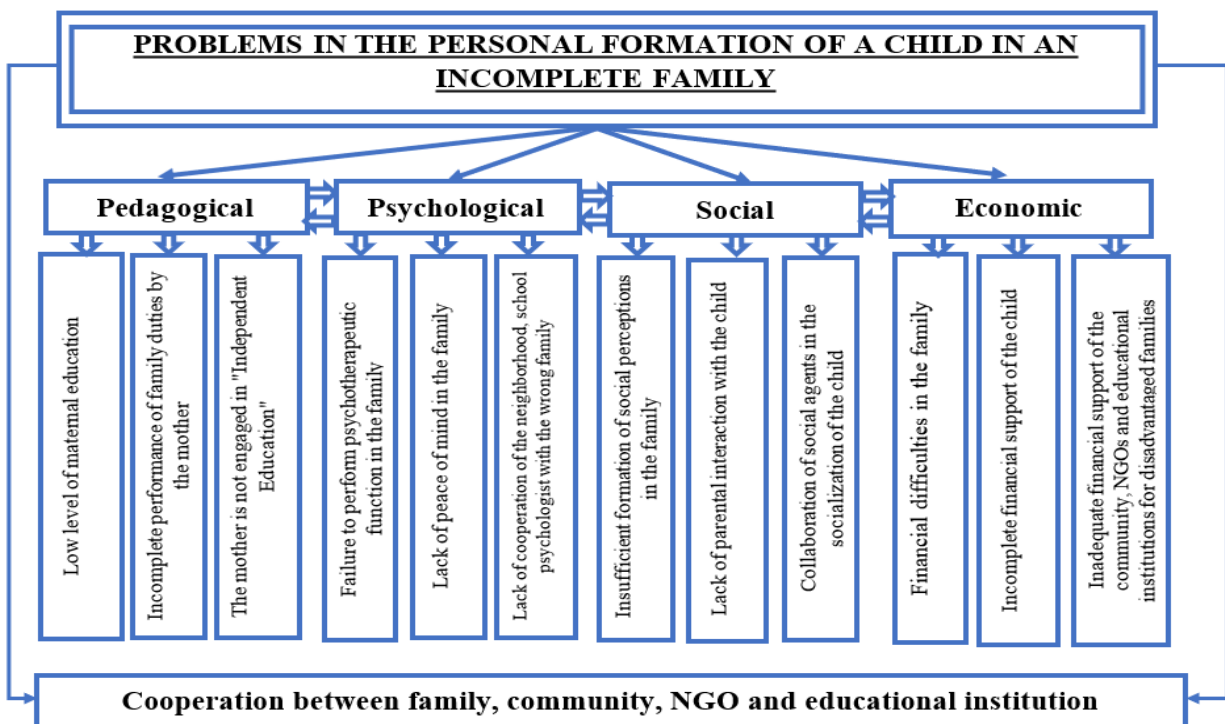


Figure 1. Problems of the formation of a child's personality in an incomplete family.

According to the level of full-fledged fulfillment of family functions, incomplete families can be conditionally divided into the following types:

Family performing these functions at a high level. This is an incomplete family that fully fulfills all functions, being an incomplete family temporarily or for many years. In such families, in most cases, the help of generations of mature age - grandfathers, grandmothers, who make their sufficient contribution to the full performance of such a function as material security. At the same time (if this is not a family of widows), a divorced spouse, on his own initiative, makes a sufficient contribution to the fulfillment of family functions, based on his capabilities.

An incomplete family of an average level. In the performance of family functions, the spouse who does not live with the family does not make any contribution to the performance of family functions, except for alimony. In matters of fulfilling the most important family function - raising a child - the mother, sometimes the father (if the father lives with them) encounters sufficient difficulties. At the same time, the mother, in most cases, due to her employment in labor activities, does not perform sufficiently psychotherapeutic, regulatory, and communicative functions in the family.

An incomplete family performing functions at a low level. Families where more than half of family functions are not fulfilled, children are left to themselves, the mother often does not fulfill her maternal responsibilities, in many cases she gets drunk, an unhealthy psychological environment constantly reigns in the family, and the financial situation is deplorable. A family environment of this kind is sometimes found in complete families.

To eliminate the existing problems of the formation of the child's personality in single-parent families, it is advisable to increase the level of education of the mother in the family, to form her motivation for independent education, to socialize the child, to properly organize his free time, as well as to improve socio-pedagogical technologies to eliminate conflicts between mother and children (Table 1).

TABLE 1 SOCIO-PEDAGOGICAL CRITERIA FOR ELIMINATING PROBLEMS EXISTING IN THE FORMATION OF THE PERSONALITY OF A CHILD IN AN INCOMPLETE FAMILY

Criteria	Content and indicators of work performed
Raising the level of education of the mother, full-fledged fulfillment of family functions	Organization by psychologists and teachers for mothers in single-parent families at the "University of Parents", in educational institutions of training seminars, providing them with information about family functions, proposals and recommendations for their implementation
Mother's independent education, independent development	Continuous reading by mothers in single-parent families of modern pedagogical, psychological literature, analysis of instructive stories and Hadiths with the child, training in online and offline courses
Studying the socialization of a child	The study by practicing psychologists together with mothers, fathers, close relatives with the help of pedagogical, psychological methods of spiritual and moral behavior of the child and the issuance of recommendations for eliminating negative qualities and problems in behavior
Effective organization of a child's free time	Attracting children in single-parent families to sports, music, art or additional education, based on their interests, and carrying out activities to develop abilities
Formation of life skills of the child	Through the methods "Problem situation", "Case study", the formation of the child's skills for solving problem situations encountered in life and learning to make the right decisions
Eliminating problems in the relationship between mother and child	In cooperation of the family, educational institution and makhalla, through psychological, pedagogical methods, tests, correctional classes, study, analyze the child's attitude to mother, father, and make recommendations

Based on the above criteria, we have improved a model based on socio-pedagogical technology aimed at shaping the personality of a child in an incomplete family. On the basis of the model, as the goal of experimental work, the elimination of socio-pedagogical, psychological problems of a child brought up in an incomplete family was determined.

REFERENCES

1. Akramova Surayo Renatovna. Interpretation of lexical and semantic features of uzbek-tajik words in jamal kamal's poem "Uzbek language. ACADEMICIA: An International Multidisciplinary Research Journal Year: 2020, Volume: 10, Issue: page:1434-1440.

<https://saarj.com/wp-content/uploads/ACADEMICIA-OCTOBER-2020-FULL-JOURNAL.pdf>

2. Akramova G. R. Modern approaches to the development of critical thinking of students. *European Journal of Research and Reflection in Educational Sciences* Vol. 7 No. 11, 2019 ISSN 2056-5852. <http://www.idpublications.org/wp-content/uploads/2019/09/Full-Paper-modern-approaches-to-the-development-of-critical-thinking-of-students.pdf>
3. Akramova G.R., Akramova S.R. Developing critical thinking on elementary class pupils is the most important factor for preparing social relationship. *JOURNAL OF CRITICAL REVIEWS*. ISSN- 2394-5125 VOL 7, ISSUE 17, 2020. URL: <http://www.jcreview.com/?mno=20061>
4. Akramova G.R., Bakhshulloeva Sh.A. Motivation as a factor in the success of educational activities of primary school students. <https://internationalconference.ru/images/PDF/2020/60/motivatsiya-kak-faktor-.pdf>
5. Akramova Gulbahor Renatovna, Akramova Surayo Renatovna. Pedagogical and psychological conditions of preparing students for social relations on the basis of the development of critical thinking. *psychology and education*. Vol. 58 No. 2 (2021): Volume 58 No. 2 (2021). P. 4889-4902 <http://psychologyandeducation.net/pae/index.php/pae/article/view/2886>
6. Akramova Gulbakhor Renatovna. Psychological and pedagogical foundations for the development of critical thinking of students. *Academicia: An International Multidisciplinary Research Journal* Year: 2020, Volume: Vol. 10, Issue 4. P.581-584. <https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=4&article=081>
7. Akramova Surayo Renatovna Harmony of the content of Uzbek-Tajik translations of Jamal Kamal's Poems. <https://cejsr.academicjournal.io/index.php/journal/article/view/342>
8. B Mamurov, A Mamanazarov, K Abdullaev, I Davronov. Acmeological Approach to the Formation of Healthy Lifestyle Among University Students. III International Scientific Congress Society of Ambient ..., 2020. <https://www.atlantis-press.com/proceedings/isc-sai-20/125937241>
9. Bakhodir Mamurov. Scientific basis of the acmeological approach to the process of training and education. <http://pnap.ap.edu.pl/index.php/pnap/article/view/348>
10. Barabokhina V.A. Personalized pedagogical support for the socialization of junior schoolchildren from single-parent families. Dissertation and abstract for the degree of candidate of pedagogical sciences. - Veliky Novgorod. 2013.190 pp.
11. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. UP-4947 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan". - Collection of legislation of the Republic of Uzbekistan, February 13, 2017, No. 6, p. 70.
12. GR Akramova Activities Of Teachers On Students'preparation For Social Relations. Сборники конференций НИЦ Социосфера, 2016. <https://www.elibrary.ru/item.asp?id=27335091>

13. Gulbakhor R Akramova Features Critical Thinking Teenage Students. 2016/6/29. Eastern European Scientific Journal. <http://journale.auris-verlag.de/index.php/EESJ/article/view/566>
14. Gulbakhor R Akramova. Modern Approaches to Development Critical Thinking of Students. 2017/1/24. Eastern European Scientific Journal. <http://journale.auris-verlag.de/index.php/EESJ/issue/view/21>
15. Mamurov B. B. The Need to Prepare Future Teachers to Design a Student-Centered Educational Process. Eastern European Scientific Journal, 2017. <http://journale.auris-verlag.de/index.php/EESJ/article/viewFile/600/596>
16. Mamurov Bakhodir B. **Forming skills of academic process design for future teachers and methods of determining its quality.** <https://www.elibrary.ru/item.asp?id=28408580>
17. Noskova M.V. Socio-psychological characteristics of parent-child relationships in incomplete paternal families. Dissertation and abstract for the degree of candidate of psychological sciences. - Moscow. 2010.182 p.
18. Shaamirova Yu.K. "National-spiritual upbringing of teenagers in single-parent families" Diss., P.f.n. T.2006 y. Pp. 33-34.
19. Yadgarova G.T. Socio-psychological characteristics of single-parent families: Psychology. fan. candidate ... dis .: 19.00.05. - T .: 2004. p.145.
20. Акрамова Г. Р. Бошланғич синф ўқувчиларининг танқидий фикрлаш қобилиятларини ривожлантириш йўллари // Бошланғич таълим мазмунини модернизациялаш стратегияси: назария ва амалиёт. Республика илмий-амалий конференция материаллари. 1-китоб. ЎзПФТИ-2015 йил 6 май, 57–59 бетлар.
21. Акрамова Г. Р. Научно-теоретические основы развития критического мышления учащихся. Педагогическое образование и наука, 2016. http://www.manpo.ru/manpo/publications/ped_obraz/n2016_03.pdf#page=127
22. Акрамова Г. Р. Умумий ўрта таълим жараёнида ўқувчилар танқидий тафаккурини «тўхтаб ўқиш» стратегияси орқали ривожлантириш .Современное образование (Узбекистан), 2017. <https://cyberleninka.ru/article/n/umumiy-rta-talim-zharayonida-uvchilar-tan-idiy-tafakkurini-t-htab-ish-strategiyasi-or-ali-rivozhlantirish>
23. Акрамова Г. Р. Этапы Формирования Критического Мышления И Их Роль В Когнитивной Деятельности Учащихся. 2016. Образование через всю жизнь: непрерывное образование в интересах устойчивого развития. 357-362. <https://www.elibrary.ru/item.asp?id=29798914>
24. Акрамова Г.Р. Development of students' critical thinking in the process of continuous education. <https://cyberleninka.ru/article/n/development-of-students-critical-thinking-in-the-process-of-continuous-education>
25. Акрамова Г.Р. Дидактические основы формирования концепции толерантности у учащихся начальных классов: канд. наук. дисс. авт. Т., 2007.

26. Акрамова Г.Р. Развитие критического мышления как условие социализации учащихся. ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ И НАУКА. Научно-методический журнал. (МАНПО). № 6, 2016. С.144-147..
27. Акрамова Г.Р. Социальный аспект процесса развития критического мышления учащихся. <https://cyberleninka.ru/article/n/sotsialnyy-aspekt-protsessa-razvitiya-kriticheskogomyshleniya-uchaschihsya/>
28. Акрамова Г.Р. Эффективные методы развития критического мышления у учащихся [Effective methods for developing critical thinking in students] // international scientific review of the problems of pedagogy and psychology (Boston, USA - 19 April, 2018). с. <https://scientific-conference.com/h/sborniki/pedagogicheskie-nauki2/1078-effective1.html>
29. Акрамова Г.Р. Эффективные методы развития критического мышления у учащихся. <https://scientific-conference.com/images/PDF/2018/1/effective1.pdf/>
30. Акрамова Гулбахор. Ўқувчиларнинг танқидий тафаккурини ривожлантириш асосида ижтимоий муносабатларга тайёрлаш технологияси. Том 1 № 1 (2020): Таълим ва инновацион тадқиқотлар. Б. 51-61. <http://interscience.uz/index.php/home/article/view/20>
31. Акрамова С. Р. Роль интерактивных технологий в развитии информационной компетенции учащихся // European research № 2(60). 2020. С. 85-88.
32. Акрамова Сураё Ренатовна. Роль интерактивных технологий в развитии информационной компетенции учащихся. european reseach: innovation in science, education and technology London, United Kingdom, 10–11 февраля 2020 года. <https://www.elibrary.ru/item.asp?id=42427112>
33. Баҳодир Маъмуров. Акмеологик Ёндашув Асосида Бўлажак Ўқитувчиларда Таълим Жараёнини Лойиҳалаш Кўникмаларини Ривожлантириш. Том 1 № 1 (2020): Таълим ва инновацион тадқиқотлар. <http://interscience.uz/index.php/home/article/view/15>
34. ББ Мамуров. Акмеологический подход к воспитанию молодого поколения в наследии предков. Педагогическое образование и наука, 2016. http://www.manpo.ru/manpo/publications/ped_obraz/n2016_03.pdf#page=147
35. Гулбахор Ренатовна Акрамова. Важность критического мышления в процессе социальной адаптации ученика. 2018. INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. 21-22. <https://www.elibrary.ru/item.asp?id=35164672>
36. Гулбахор Ренатовна Акрамова. МОТИВАЦИЯ КАК ФАКТОР УСПЕШНОСТИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ МЛАДШИХ ШКОЛЬНИКОВ. 2020. European reseach: innovation in science, education and technology. 56-58. <https://www.elibrary.ru/item.asp?id=42427101>
37. Каримова Г.К. “Роль педагогического мониторинга в качестве образования”. XL International correspondence scientific and practical conference “european research: innovation in science, education and technologi” May 7-8, – London, United Kingdom. 2018. –P.63-65. <https://www.elibrary.ru/item.asp?id=35363391>

38. Каримова Г.К. Личностно-ориентированное образование. <https://cyberleninka.ru/article/n/person-oriented-education5>
39. Мамуров Б. Б. , МХ Махмудов АКМЕОЛОГИЧЕСКАЯ СОСТАВЛЯЮЩАЯ ОБРАЗОВАТЕЛЬНОЙ КУЛЬТУРЫ УЧИТЕЛЯ. ФИЛОСОФСКИЕ И МЕТОДОЛОГИЧЕСКИЕ ..., 2018. <https://www.elibrary.ru/item.asp?id=36679921>
40. Мамуров Б.Б. Акмеологический подход к воспитанию молодого поколения в наследии предков. http://www.manpo.ru/manpo/publications/ped_obraz/n2016_03.pdf#page=147
41. Маъмуров Б. Б. Бўлажак ўқитувчиларни шахсга йўналтирилган таълим-тарбия жараёнини лойихалашга тайёрлашда кўлланиладиган тамойиллар. Современное образование (Узбекистан), 2017. <https://cyberleninka.ru/article/n/b-lazhak-ituvchilarni-shahsga-y-naltirilgan-talim-tarbiya-zharayonini-loyi-alashga-tayyorlashda-llaniladigan-tamoyillar>
42. Шаумарова З.А. Classification of single-parent families and their social-psychological-pedagogical // ACADEMICIA: An International Multidisciplinary Research Journal ISSN: 2249-7137 Vol. 10 Issue 5, May 2020 Impact Factor: SJIF 2020 = 7.13. P. 1233-1237. (10.5958/2249-7137.2020.00332.8)
43. Шаумарова З.А. The role of the father in the education of a child in an incomplete family // LI International correspondence scientific and practical conference European research: innovation in science, education and technology. – London, United Kingdom. 2019. –31-33 p.
44. Шаумарова З.А. Социальный опыт Узбекистана в решении проблем неполной семьи // XLVI International correspondence scientific and practical conference European research: innovation in science, education and technology. – London, United Kingdom. 2018. –42-44 p.
45. Шаумарова З.А. Факторы влияющие на социализацию личности ребёнка в неполной семье // European Journal of Research and Reflection in Educational Sciences, Great Britain, Progressive Academic Publishing, 2019. P.48-52. (13.00.00 №3)