

## **FACTORS AFFECTING SOCIALIZATION OF THE CHILD IN AN INCOMPLETE FAMILY**

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### **ABSTRACT**

One of the urgent problems of psychological, pedagogical, sociological, legal and demographic science is the socio-economic and psychological-pedagogical consequences of an incomplete family on the formation of the child's personality and the life activity of the personality of the parent who alone brings up the child. The article describes the characteristics of the urgency of the problem of the causes and factors of growth of single-parent families as well as the experience of countries in dealing with the dynamics of the reasons of divorce.

**Keywords:** Incomplete family, socio-economic, psychological and pedagogical problems, divorce, culture of divorce, the formation of the child's personality.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

In the last decade, a number of problems have become more relevant. One of them is the weakening of the institution of family, divorce in the family and on the basis of this sharp increase in the number of single-parent families.

The increase in the number of single-parent families and the increase in the number of children brought up in them is a huge socio-economic, socio-psychological and pedagogical problem not only in Uzbekistan, but in all developed and developing countries.

Various aspects brachiocephalic relationships, parenting issues, psychological, ethno-pedagogical, ethno-psychological problems of the family were subject of research of such scientists of Uzbekistan M.G.Davletshin, I.Djabborov, V.M.Karimova, Kh.Karimov, M.Mamatov, A.Minovarov, A.Musurmonova, N.Saginov, J.E.Nu'manov, O. Turaeva, E.Sh.Usmanov, Yu.Shaamirova, K. Soniyozova, G.B.Shoumarov, E. Goziyev, O.Xasanbaeva, G.Yadgarova and others.

Single-parent families and raising children in incomplete family as a social problem was studied by V.Bodrova, J. Nikolaeva, A.Yu.Gross, T.Gurko, O.G.Yusupova, E.Kalabikhina, A.Demida, J.F.Dementieva, V.Titarenko, A.G.Kantimirova, E.A.Lapshina, T.V.Andreeva, M.E.Baskakova, L.G.Lunyakova, P.Yaroshenko, S.Aivazova, L.N.Ovcharova, L.M.Prokofeva, Z.A.Chatenay and other scientists from Russia, Belarus, Ukraine and other countries.

One of the urgent problems of family psychology and family pedagogy is the formation of the personality of children raised in an incomplete family.

This problem is related to juvenile crime, child prostitution, suicide, the increase in the number of single-parent families and children brought up in them, as well as the weakening of the family institution.

This problem being multidimensional is social, economic, sociological, medical, religious, regional, ethno-psychological and ethno-pedagogical roots.

One of the important factors is the age of the child in the education of an incomplete family. The earlier the child is left without a father, and sometimes never saw his father (from birth does not know his father), the less traumatized his psyche. The older the children, the easier their parents' divorce is.

A minimum of experiences are usually noted in children when they are adults or already have their own families and raise their children. It should be noted that the divorce of parents and the loss of one of the parents' children has a particularly strong impact on the personality and their behavior in adolescence, which in itself is a crisis period.

Divorce of parents (especially in a low divorce culture) is difficult for children in preschool and early school age, when children are emotionally connected with their parents and often try to establish themselves among their peers by the achievements and status of their fathers.

One of the ethnopsychological features in an incomplete Uzbek family is the voluntary performance of paternal functions by the uncle for the child through the father.

It is observed primarily in those families where the father leaves early in the life of one of the brothers often senior takes care of all the paternal function that is performed by them in the absence of the father.

This tradition today is common among Uzbeks, Kazakhs, Turkmens, Karakalpaks, Kyrgyz, Tajiks and other nationalities.

At the same time, in Turkmens, Karakalpaks and a number of other nationalities, a woman, by her consent, can accept the status of the wife of the brother of the deceased, with the corresponding assigned to all functions of the wife. This is not a manifestation of the propensity to polygamy (polygyny) and care for children and early widowed woman.

In divorce, the lower the social and economic status of the father, the easier it is for the child to be separated from the father, because this is due to the psychological climate and the financial condition of the family before and after the divorce. There is one of the varieties of a full family, which is characterized by systematic family scandals, alcoholism of the father, physical and even sexual violence of adult family members over children, producing a stable persisting stress situation, which often negatively affects the nervous and mental health of children and adults, which can often initiate a suicide attempt in children. In such cases, due to divorce converted incomplete, but normal prosperous in every family. As well as an incomplete family with the above etiology, in all respects is the most favorable for the formation of the child's personality.

The culture of divorce is one of the leading socio-psychological and socio-pedagogical factors influencing the formation of the child's personality. The level of culture of divorce is due to the level of General culture of the individual, the level of education, and especially the individual psychological characteristics of the individual, moral and ethical qualities of the spouses.

It should be noted that the level of culture of divorce showing itself in full during the divorce for many years will manifest itself after the divorce positively or negatively affecting the use of pedagogical potential of parents in the formation of the personality of children.

Under Uzbek law, in the interests of women (mothers) and children, as is customary in many countries, a child remains with the mother in divorce. This does not contradict the principles of psychological and pedagogical science.

While fully agreeing with this provision, it should be noted that in some cases the father has much greater opportunities (in educational, intellectual, spiritual, moral, financial and other aspects) than the mother. Freeing a man from long-standing, major problems in the upbringing of a child and placing complex tasks on a divorced woman can contribute to the creation of great difficulties in the formation of a new marriage – the creation of a new family for a divorced woman. Therefore, the issue should be decided on the basis of the specific situation in the interests of the child and the mother. The main criterion in this solution is the creation of optimal conditions in the harmonious formation of the child's personality, and reducing the number of single-parent families with children.

The next factor, in most cases, negatively affecting the formation of the child's personality in an incomplete family is the lack of communication in the parent-child relationship. This lack of communication with disorganization and inactivity of children can lead to the following consequences:

- deviant, antisocial behavior of children from incomplete families;
- growth in group members bullying or victims of bullying at school;
- increase in suicide cases;
- early onset of sexual activity in girls (13-14 years) and unwanted pregnancies in grades 6-8;
- child prostitution;
- trafficking in persons;
- alcoholism, drug addiction, unhealthy lifestyle.

School in the person of an unqualified, with personal problems of the teacher and an illiterate psychologist can be a factor and cause of frustration and depression in the student, a sharp decrease in self-esteem and autoaggression in children, which often end in suicide.

Poorly compiled reference circle of the personality of children from incomplete families, lack of communication, attention, care are the optimal environment against which the student of the school easily falls under the influence of destructive ideologies, religious sects and criminal personalities.

Based on the above, in order to prevent the negative impact of various factors on the formation of the personality of children from single-parent families, it is necessary to pay attention to the following:

1. Psycho-pedagogical education of parents from single-parent families.
2. Psycho-diagnostic, psycho-correction, psychoconsultative, psycho-prophylactic and psycho-educational work of the school psychologist with individual children and working with some of the data taking into account specificity of their parents, and individual psychological characteristics of personality of children.
3. Pedagogical work of class teachers with children and separately with parents from single-parent families.
4. Pedagogical encouragement of students from single-parent families, their involvement in public works in order to increase the importance of their personality in the classroom, improve self-esteem and the formation of social activity.

5. Control over the reference circle of children from single-parent families.  
6. Control of leisure of these students together with parents.  
7. Involvement of these children in sports arts.  
8. Taking into account age, sex, regional ethnopsychological features of the personality of students.

9. Since in the pre-divorce period and divorce processes, mostly children suffer emotionally, it is necessary for specialists (psychologist, teacher, sociologist, employees of the RNPI Center "Oila" and specialists of the Mahalla committees) to work with divorcing spouses to improve the culture of divorce. This is in the interests of psychosomatic health not only divorcing spouses but also their loved ones and especially children.

And also in the interests of children it is advisable to psychologists specializing in child and family psychology to conduct individual interviews with children of divorcing families.

10. It is in the interest of the institution of the family in General and of individual families in particular to strengthen the attention and care of single-parent families by social institutions.

Not at the legislative, but at the initiative and socio-humanitarian level, heads of agencies of ministries and departments, as well as trade Union organizations, are obliged to take into account and help in solving the problems of the formation of the personality of children in single-parent families.

Taking care of children in single-parent families at the humanitarian level is not propaganda and does not stimulate the growth of single-parent families, it is the prevention of deviant and delinquent behavior among minors, it is the prevention of antisocial phenomena in society, it is primarily a rational and effective use of human capital and the creation of comfortable conditions for the individual, it is the strengthening of the weak links of the institution of the family.

In addition to the above factors affecting the formation of the personality of children in an incomplete family may be as follows:

- sports team, section;
- teachers by vocation;
- reliable friend, classmate and his parents;
- Hobbies and surrounding Hobbies;
- the personality which is experienced mutual big love;
- extreme situations in the life of rapidly and rapidly changing life values and principles of the forming personality;
- neighbors and their families;
- literature;
- idols (scientists, artists, actors, athletes, etc.);
- heads of the organization of science, artistic Directors;
- heroes of today;
- poets, writers, Champions, meeting with them, acquaintance with their childhood and the way they are led to the work of the writer, poet, scientist.

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