

RESEARCH ARTICLE

Issues in Developing Family Values Among Girls Growing Up in Single-Parent Families

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Abstract

This article examines the pedagogical, psychological, and social dimensions of developing family values among girls growing up in single-parent families. It discusses the content of family upbringing, the role of national and universal human values in girls' personal development, and the nature of parental responsibility. The article also outlines pedagogical recommendations for strengthening the preparedness of girls raised in single-parent families for future family life.

KEY WORDS

Single-parent family, family values, upbringing of girls, preparation for family life, pedagogical approach, national values, moral and spiritual education.

INTRODUCTION

In Eastern societies, the family has traditionally been regarded as sacred, and marital relations outside marriage have been prohibited. The continuation of a nation has been understood as depending on the marital and family union of a man and a woman. Whereas Western family life has often been shaped by philosophical ideas, the Eastern family has traditionally been regulated by customs and religious norms. Over the centuries, family relations in the East have integrated religious, national, and universal cultural values, prioritized human dignity under all circumstances, and rested on national moral principles. Characteristic features of the Eastern family include strong family bonds, the difficulty of imagining life outside the family, commitment to family life, a preference for communal living, larger numbers of children, affection for children, and the perception of the family as sacred.

A family is a community of people united by marriage based on mutual consent and by kinship ties. Its formation and continued existence rest on marriage between a husband and wife. Marriage is a legally formalized union entered into by

mutual consent for the purposes of establishing a family, having children, and raising them.

Zoroastrians also attached particular importance to children's hygiene education. From an early age, children were expected to acquire practical work skills such as planting trees, making household tools, cultivating land, and caring for livestock. They were required to wash three times a day and recite prayers together with their parents.

In preparing girls for independent family life, particular attention should be paid to ensuring that they acquire sound social, scientific, moral, aesthetic, physical, economic, legal, sanitary and hygienic, and medical knowledge. They should also develop the skills and competencies required to organize and perform specific activities, including raising children, managing household duties, contributing to the family budget, caring for their own health and that of family members, sewing, cooking, and related tasks. Although preparation for independent family life within the family should take account

of individual characteristics, it also has an important social dimension. The knowledge and worldview of future mothers significantly influence the success of educating the younger generation, which in turn shapes the direction and development of society.

Describing the social significance of discipline, A. Fitrat wrote in *The Family, or Procedures for Family Management*: "The prosperity and dignity of every nation undoubtedly depend on that people's internal discipline and harmony. Peace and harmony, in turn, rest on the discipline of its families. The stronger the discipline underlying family relations, the stronger and more orderly the country and nation will be."

It is therefore evident that issues of family order and discipline have implications for the family's legal responsibilities. Most importantly, each family member should cultivate inner discipline, understand personal duties and responsibilities, recognize their place within the family environment, respect family relations, take account of the family's financial circumstances, uphold the family's honor, and act honestly and sincerely in order to experience personal well-being within the family.

National identity entails honoring one's nation and protecting its interests; cultivating national pride and dignity; valuing one's language, literature, culture and art, religion, history, customs, festivals, and cultural and spiritual heritage; cherishing the land of one's birth and upbringing; and taking pride in its clear skies.

Education and upbringing are purposeful processes through which the younger generation is developed comprehensively on the basis of social and historical experience, and through which consciousness, behavior, and worldview are formed. Although the nature and expression of social upbringing have varied across time and place and its content has been determined by social objectives, national values and their meaning have always been deeply embedded in the educational process.

Within the family, girls often care for their younger brothers and sisters. Compared with boys, they are described as more active, compliant, orderly, and adaptable to different situations. Girls also tend to seek a favorable impression from adults, ask them for assistance, and share concerns about the future.

Girls are generally inclined to complete assigned tasks; however, many show less interest in inventive activities than

boys. For example, they are less likely than boys to dismantle toys. Girls may also be emotionally sensitive and trusting, which can make it easy to gain their confidence and, in some cases, deceive them.

Shaamirova's research emphasizes that when a child's personality develops in a single-parent family without the involvement of either the father or the mother, the child's conceptions of parental and gender roles may become distorted. In particular, girls may grow up without observing a culturally and spiritually grounded female role model, while boys may lack a paternal or broader male role model, which can give rise to various later difficulties. The absence of one parent, insufficient supervision of children's time, and an inadequately developed national and spiritual environment in single-parent families may contribute to the predominance of negative character traits and increase the risk of delinquent behavior.

The development of family values among girls growing up in single-parent families is one of the most pressing issues in contemporary psychology and pedagogy. The absence of either the father or the mother directly influences how a girl constructs a model of future family life and understands gender roles.

Cooperation between the family and the wider community in preparing girls for independent life should be organized in the following areas to facilitate a positive resolution of this issue:

1. Organize the upbringing of girls within the family; provide them with resources and methodological support that strengthen their theoretical knowledge in social and ideological, moral, economic, legal, environmental, aesthetic, hygienic, and healthcare matters; and develop their practical skills and competencies.
2. Arrange specialist consultation and practical assistance on specific issues, including support provided by lawyers, psychologists, educators, economists, and healthcare professionals.
3. Organize discussions, meetings, seminars, lectures, and debates, with parental participation, on the challenges of preparing girls for independent life.
4. Conduct various competitions that help girls develop such qualities as intelligence, wisdom, agility, resourcefulness, initiative, and aesthetic sensitivity.
5. Disseminate effective practices for preparing girls for

independent life.

CONCLUSION

In conclusion, developing family values among girls growing up in single-parent families is a pressing pedagogical concern. The absence of a father or mother can influence the upbringing process, girls' psychological and emotional development, and the formation of their perceptions of future family life. Particular attention should therefore be devoted to educating them in the spirit of national and universal human values and to fostering commitment to family, mutual respect, responsibility, compassion, and tolerance. In preparing girls for family life, it is important to make purposeful use of folk pedagogy, national customs and traditions, the views of prominent thinkers on the family, and modern pedagogical technologies. Such an approach helps girls develop a strong outlook on life, the ability to establish healthy family relationships, and a responsible attitude toward creating a stable family in the future.

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