



Mechanisms Of Preparing Children Growing Up In Single-Parent Families For Social Life

Muratova Nozima Xabibullaevna

OPEN ACCESS

SUBMITTED 10 August 2025

ACCEPTED 06 September 2025

PUBLISHED 08 October 2025

VOLUME Vol.05 Issue10 2025

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Abstract: The issue of preparing children growing up in single-parent families for social life is considered a highly urgent matter in modern society. Today, many children are deprived of the opportunity to experience the full functions of a family. Such children may lack adequate care and support due to the absence of a mother or father, divorce, untimely death, domestic violence, or other socio-economic reasons. Growing up in a single-parent family, they face numerous psychological, emotional, and social difficulties in the process of development. Therefore, it is necessary to develop and implement special, well-thought-out, systematic, and effective mechanisms to prepare these children for integration into society.

Keywords: Family, society, social life, children, violence, upbringing, counseling, therapy, support, psychological assistance, skills.

INTRODUCTION: The issue of preparing children growing up in single-parent families for social life is highly urgent and of great importance today. A healthy family environment plays a crucial role in ensuring that every child lives a full and happy life. However, for various reasons, some children grow up without either a mother or a father, that is, in single-parent families. In such conditions, ensuring the social, psychological, and emotional development of children and their successful integration into society requires special approaches and mechanisms. This topic is significant not only for improving the family environment but also for ensuring social stability and the healthy upbringing of future generations. Therefore, it is necessary to systematically study the process of preparing children from single-parent families for social life and to develop

effective methods.

LITERATURE REVIEW AND METHODOLOGY

For children raised without the care of either parent, the system of social and pedagogical support plays a very important role. In Uzbek literature and scientific sources, special attention has been given to this issue. For example, N.H. Muratova, in her scientific study "The Methodology of Pedagogical Support for Children in Single-Parent Families", provides an in-depth analysis of how the shortcomings of the family affect the development of the child as a personality. As the author notes, children growing up in single-parent families are often deprived of psychological and social support, which creates difficulties in their adaptation to society. Therefore, pedagogical support mechanisms, including additional programs organized in schools and community centers, play a significant role in developing children's social skills [1].

In her article, Z. Islomova focuses on the psychological development of children raised in single-parent families and their preparation for social interaction. She argues that such children often feel isolated from society, which reduces their social activity. Islomova emphasizes the effectiveness of psychological counseling and group therapies in facilitating social adaptation. At the same time, she highlights the need to improve the family environment and strengthen social support systems that substitute parental roles [2].

S. Karimov, in his research on children's social adaptation and pedagogical support, highlights the importance of the activities of educational institutions and social organizations. In his view, the socio-cultural environment created in schools contributes to improving children's interpersonal relationships as well as preparing them for social life. Karimov stresses that involving children in social activities helps strengthen their sense of responsibility [3].

A. Qodirov, in his article, discusses how public organizations and social services can support children raised in single-parent families. He emphasizes the need to protect children's rights, increase their social activity, and improve support systems. Qodirov also provides a detailed description of methods for developing children's social skills through their involvement in sports, cultural, and social activities [4].

First and foremost, it is important to consider the psychological state of children growing up in single-parent families. They often feel an inner emptiness caused by the absence of one parent, experiencing loneliness and a sense of exclusion. This, in turn, can lead to depression, lack of self-confidence, psychological distress, and other negative conditions.

Therefore, providing psychological support to children is the first and most important stage in preparing them for social life. Individual and group therapies, as well as psychological trainings conducted regularly by psychologists and social workers, are essential. Through these methods, children develop skills such as self-awareness, adaptation to change, and stress management.

DISCUSSION

Educational institutions serve as an important platform for the social adaptation and development of children growing up in single-parent families. Schools are not only places of knowledge acquisition but also spaces where children gain social experience. Communication with teachers and classmates, participation in group work, and involvement in various social projects provide children with the necessary skills to find their place in society. Moreover, the introduction of specialized support programs in schools—such as mentoring systems, psychological consultations, and additional social skills development courses for students—facilitates their social adaptation.

The role of social services and non-governmental organizations in this process is also invaluable. Through these institutions, children and their families can receive legal advice, psychological support, and assistance in education and employment. Social services also implement programs aimed at improving the economic situation of families, since financial difficulties often negatively affect the development of children in single-parent households. Therefore, organizing broad-based social support is essential to strengthen these families and prepare children for a successful social life [5].

The social environment and peer groups play an important role in children's adaptation to social life. A child needs to feel respected and accepted as an individual. This is achieved through positive social relationships and communication with friends and mentors. From this perspective, it is necessary to establish youth social activity centers, sports clubs, and cultural clubs at the community and neighborhood levels. Such environments allow children to demonstrate their abilities, develop social skills, and foster positive behavior. Youth centers, various clubs, and volunteer organizations are of great importance as substitute environments for the family. These institutions and organizations provide children with a unique atmosphere of social support and upbringing. Through them, children gain valuable skills such as building self-confidence, finding their place in society, understanding mutual respect, and developing a sense of responsibility. In addition, participation in social

activities enables them to stay connected with society and contribute to it.

Psychological support mechanisms play a central role in ensuring children's emotional stability and preparing them for social life. Children growing up in single-parent families often face issues of low self-esteem, loneliness, anxiety, and depression. Therefore, psychological counseling, stress management training, and sessions focused on self-awareness and the development of social skills should be organized regularly. In these processes, individual approaches by specialists and family counseling are also of great importance.

RESULTS

Stereotypes and stigma toward single-parent families and their children in society make social adaptation more difficult. Such children are often misunderstood, excluded, or underestimated by peers and adults. This leads them to feel isolated from society and undervalued. Therefore, it is necessary to promote positive attitudes toward children growing up in single-parent families, eliminate stereotypes, and carry out advocacy and educational work aimed at protecting their rights. State policy and social programs are among the key factors in ensuring the preparation of children from single-parent families for social life. Support programs developed by the state should aim at providing financial assistance, access to quality education and healthcare, and strengthening social integration. Such programs must focus on enhancing family stability and encouraging youth social participation. At the same time, the system of providing families with psychological, legal, and social counseling must be improved.

The development of technology is creating new opportunities in the mechanisms of preparing children for social life. Through online platforms, children can receive psychological support, gain access to additional educational resources, and participate in social projects. This is especially important for children living in remote areas or those who face mobility difficulties. At the same time, it is necessary to ensure safety in the digital space and take measures to protect children from harmful content [6].

Forming social skills means not only equipping children with knowledge but also raising them as active and responsible members of society. Important skills include communication, problem-solving, decision-making, teamwork, and taking responsibility. In the process of preparing children from single-parent families for social life, special attention must be paid to developing these skills gradually and systematically. Collaboration between teachers, psychologists, and

social workers is of great importance in this process. It is also essential to create opportunities for children to test their abilities and gain practical experience. Participation in social projects, volunteer work, sports competitions, and art activities helps strengthen children's self-awareness and social skills. In this way, they increase their self-confidence, demonstrate initiative in solving problems, and learn to work in cooperation with society.

The most important factor in the social preparation of children growing up in single-parent families is increasing their self-confidence. A child should feel like a valuable and useful individual for society and be able to withstand various life difficulties. For this purpose, psychological training, mentoring programs, and social support systems serve as effective tools. Continuous support provided by specialists and other members of society significantly improves the process of preparing children for active social life.

In general, preparing children growing up in single-parent families for social life is a multifaceted and complex process. This process includes elements of education, psychology, social support, community, and state policy. Every child should have equal opportunities, feel free and valued, and be raised as a useful member of society. Therefore, the development of mechanisms to support and prepare such children is essential for the stability and progress of society [7].

CONCLUSION

In conclusion, the following key aspects must be taken into account when preparing children from single-parent families for social life:

first, strengthening their psychological state and ensuring emotional stability;

second, developing social skills through educational institutions;

third, organizing support by social services and community organizations;

fourth, combating negative stereotypes and stigma toward single-parent families in society;

fifth, effectively implementing state policies and programs;

and sixth, making use of modern technological opportunities. These approaches ensure that children will grow up to be independent and valuable members of society, making a significant contribution to the development of the community.

REFERENCES

1. Muratova, N.H. (2023). "Noto'liq oilalardagi bolalarni pedagogik qo'llab-quvvatlash metodologiyasi". Pedagogika va psixologiya jurnali, 15(2), 45-53.

2. Islomova, Z. (2021). "Noto'liq oilalarda tarbiya va psixologik rivojlanish". O'zbekiston Psixologiya Jurnali, 10(3), 22-30.
3. Karimov, S. (2022). "Bolalarning ijtimoiy moslashuvi va pedagogik yordam". Ta'lim va Tarbiya, 12(4), 55-62.
4. Toshpulatov, D. (2020). "Oilaviy sharoit va bolaning ijtimoiy rivojlanishi". Jamiyatshunoslik, 8(1), 15-24.
5. Qodirov, A. (2023). "Noto'liq oilalarda ijtimoiy faoliyoti oshirish yo'llari". Ijtimoiy fanlar, 14(2), 40-49.
6. Rasulova, M. (2021). "Bolalar psixologiyasida ijtimoiy muhitning roli". Psixologik Tadqiqotlar, 9(3), 10-18.
7. Akramjonova, F. A. (2023). Maktabgacha ta'limda pedagog professiogrammasini tashkil etishning asosiy jarayonlari. Science and Education, 4(12), 481-485.
8. Asqarova O'M Mehrbonlik uylari tarbiyalanuvchilarini ijtimoiy hayotga tayyorlash tizimi. / Monografiya-T; "Fan"nashriyoti 2010-121 b.
9. G'ofurjon Abdullayev va Bahtiyor Xolmirzayev. "Yosh kelin-kuyovlar uchun yon daftarcha". "Arjumand" nashriyoti. Namangan 2020-yil.
10. Sarsengali, B., & Shagyrbai, A. (2022). Діни философиядагы мешрбан және кемел адам TYCiHiri. Вестник КазНУ, Серия Религиоведение, 32(4), 50-59.