

RESEARCH ARTICLE

Current Issues in Preparing Girls from Single-Parent Families for Family Life

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Abstract

This article examines pressing pedagogical and social issues involved in preparing girls raised in single-parent families for family life. It analyzes the influence of the single-parent family environment on girls' personal development, moral formation, and acquisition of family values. Particular attention is given to cooperation among the family, educational institutions, the mahalla, and the wider community, as well as to the significance of national values, folk pedagogy, and contemporary pedagogical approaches in preparing girls for family life.

KEY WORDS

Single-parent family, preparation of girls for family life, family values, family education, moral education, pedagogical approach, socio-pedagogical support, family-school-mahalla cooperation, national values, youth education.

INTRODUCTION

On 19 January 2018, at an extraordinary session of the Surkhandarya Regional Council of People's Deputies, President Sh. M. Mirziyoyev stated: "The greatest happiness—I never tire of repeating this—is that our families live in peace. The family is a small homeland: when the family is peaceful and happy, the homeland is peaceful. May we all be granted the opportunity to witness those happy days—the prosperity of our country and the advancement of our youth—that we aspire to today."

Preparation for family life is the process of preparing young people morally, psychologically, and socially for marriage and family relationships.

The upbringing of girls is one of the most complex and responsible educational processes. It requires continuous cooperation among the family, the mahalla, and the school. Scholarly literature on the family education of girls emphasizes the indispensable role of the mother. In this process, priority is given to developing such qualities as contentment,

conscientiousness, attentiveness, neatness, culinary competence, thrift, respect for elders, care for younger family members, discretion, courteous speech, the ability to organize a daily routine, attentive listening, a habit of reading, caregiving skills, organizational ability, and entrepreneurship. These qualities are important in enabling school-age girls to establish their place in social life and prepare for future family responsibilities. Family education is not limited to adolescence or to the period preceding marriage; rather, it continues throughout life. Even after girls establish families of their own, the advice and guidance of older relatives continue to exert an educational influence.

A. Q. Munavvarov is regarded as one of the founders of family pedagogy in Uzbekistan. He devoted particular attention to the roles and responsibilities of fathers and mothers in raising children. His textbook Family Pedagogy presents the traditions of Uzbek folk pedagogy and the views of Uzbek thinkers on family education. It also discusses the socio-psychological and educational potential of Uzbek families, the factors and tasks

involved in improving family education, and cooperation between schools and the wider community in enhancing its effectiveness.

In her pedagogical writings, O. Musurmonova rejects the notion that girls should naturally be regarded as "the weaker sex." She emphasizes that although girls may be physically less strong than men, they can possess considerable psychological resilience and strength of will.

The family is a sacred institution. The Encyclopedia of the Family defines it as "a household consisting of a husband and wife, their children, and their closest relatives living together." From this perspective, preparing girls from single-parent families for family life constitutes a pressing educational issue.

From an early age, girls should be taught that the family is a sacred institution and should be provided with sufficient knowledge and practical understanding of household responsibilities.

Errors in family upbringing take many forms. One of the most common is parents' excessive insistence on authority and their tendency to dominate. When every step taken by a child is placed under strict control, the child's independence is suppressed and confidence in personal abilities diminishes. Instead of developing internal motivation and initiative, the child becomes governed by demands for obedience. Another common error is excessive indulgence and the absence of reasonable expectations. In such cases, parents may underestimate their children's capabilities and complete many tasks on their behalf. Consequently, independence, willingness to work, and a sense of responsibility for assigned tasks fail to develop. The child becomes unable to select a task, carry it through to completion, or act autonomously.

The formation of maternal behavior is influenced by several factors. In examining ontogenetic development, researchers identify a girl's childhood communication experiences with her own mother, the family's attitudes toward mothers and motherhood, and her experience of interacting with younger children within the family as important conditions contributing to future maternal competence.

The general functions of education are as follows:

to create conditions for the purposeful development of members of society and for meeting a range of their needs;

to develop a sufficient body of human capital consistent with the social culture required for societal development;

to ensure the stability of social life through the transmission of culture;

to regulate the behavior of members of society within social relations, taking into account the interests of different gender, age, and socio-professional groups. Accordingly, particular attention must be given to the upbringing of girls raised in single-parent families.

In preparing girls for family life, it is necessary to explain not only its positive aspects but also the challenges and uncertainties that may arise. They should learn that complex situations can often be resolved through respectful language, constructive communication, and thoughtful decision-making. Familiarizing girls with common family problems before they enter adulthood can help them avoid confusion when difficulties arise and enable them to choose rational and appropriate solutions.

Research conducted by V. M. Karimova indicates that the family is a more complex and multifaceted system of relationships than marriage alone because it often unites not only the spouses but also their children and other relatives. Moreover, the family, by its very nature, closely resembles a general model of the society in which it functions. Generational continuity takes place through the family: individuals are born within it, and family lineage is continued through it. As an important sphere of personal life, marital and family relations influence quality of life, shape an individual's living environment, and provide a space for self-expression and personal realization. The particular characteristics of the emergence and functioning of the family institution are therefore closely connected with the conditions of contemporary life.

CONCLUSION

In conclusion, thoroughly preparing girls raised in single-parent families for family life is an important factor in establishing strong and stable families, raising a healthy generation, and ensuring social stability. For this reason, expanding research in this field, introducing innovative pedagogical technologies into practice, and further strengthening cooperation among the family, educational institutions, and society should be recognized as urgent priorities.

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