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FAMILY AND SCHOOL COOPERATION IN THE SOCIALIZATION OF CHILDREN FROM SINGLE-PARENT FAMILIES

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СОТРУДНИЧЕСТВО СЕМЬИ И ШКОЛЫ В СОЦИАЛИЗАЦИИ ДЕТЕЙ ИЗ НЕПОЛНЫХ СЕМЕЙ

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Abstract. This article analyzes the psychological and social problems of children growing up in single-parent families in modern society, as well as issues related to their socialization. The role of the relationship between family and school in the socialization of children from single-parent families is highlighted, along with factors that should be considered in practical processes. In particular, the article examines child socialization as a holistic process, discussing the school environment and psychological support, the organization of practical skills development at home in a similar manner, and ways to mitigate negative consequences such as low self-confidence or premature transition to independent activities that a child may encounter.

Аннотация. Анализируются психологические и социальные проблемы детей, растущих в неполных семьях в современном обществе, а также вопросы, связанные с их социализацией. Выделена роль взаимоотношений семьи и школы в социализации детей из неполных семей, а также факторы, которые следует учитывать в практических процессах. В частности, в статье рассматривается социализация ребенка как целостный процесс, обсуждаются школьная среда и психологическая поддержка, организация развития практических навыков дома аналогичным образом, а также способы смягчения негативных последствий, таких как низкая уверенность в себе или преждевременный переход к самостоятельной деятельности, с которыми может столкнуться ребенок.

Keywords: family, single-parent family, school, national upbringing, family environment, education, leisure time, practical skills.

Ключевые слова: семья, неполная семья, школа, национальное воспитание, семейная среда, образование, досуг, практические навыки.

The family is the main pillar of society, and its integrity determines the cohesiveness of the state, the harmony of social relations, and the continuity of values and traditions existing in society. The internal relationships within the family, primarily the relationships and interactions between parents and children, help children overcome the stages of socialization in society. In this regard, the role and significance of the family in society become evident. Looking at the issue from another perspective, the family is understood as a husband and wife, their children and relatives living under one roof, constituting a part of society. In our country, family traditions are emphasized and regarded in a very broad sense as values passed down from generation to generation. The family is a link in society, and the youth raised within it must become a generation that contributes to the future and prosperity of the country, as the future is in the hands of our youth [8].

The family is defined as a complex structure that shares an emotional connection, common history, solidarity, and an individual action plan to meet the needs of all family members within the social construct [1].

The family relationships and responsibilities we mentioned above are more characteristic of complete families. In traditional Uzbek society, the sanctity of the family and the clear delineation of roles between husband and wife serve as factors in preserving the integrity of families. However, it should be noted that recently, alongside full or traditional families, there has been a significant increase in the number of single-parent families in society. The incomplete family and its functions in society fundamentally differ from the responsibilities assigned to the complete family. What is a single-parent family? A single-parent family is a family system that functions without the participation of one parent, in which interpersonal relationships, emotional support mechanisms, and the system of educational supervision are limited to some extent. Specifically, a single-parent family refers to a family consisting of a father (or mother) and a child, resulting from the death of one parent or divorce. It is known that divorce is a process that terminates a marital union at the request of one or both parties in accordance with the current norms or traditions of society [2].

This process is a legal procedure that encompasses the psychological and social aspects of both parties. After divorce, changes occur in social relationships and the social standing of both parties. However, divorce primarily affects children. After divorce, children often feel insecure and struggle with complex emotions. Children who have experienced divorce or are growing up in single-parent families often face certain difficulties in mastering social roles, developing self-awareness, engaging in interpersonal communication, and maintaining emotional stability. This situation can create challenges in their integration into the social environment, academic performance, and personal development process [4].

The most severe psychological issue in single-parent families is the process of raising children left with one parent (more often the mother) and their adaptation to society, including establishing relationships with community members. There are several objective and subjective reasons for the emergence of this problem, and these factors are more pronounced in single-parent families. The following can be cited as factors influencing a child's socialization in single-parent families: the mental state of the single parent and how their social status affects the child's upbringing, financial difficulties in the family, occasional resentment towards the environment, lack of responsibility in some areas due to changes in family role distribution, and so on.

In single-parent families, a tense atmosphere often prevails. This is because the impact of the processes before and after divorce is still fresh, creating various inconveniences and difficulties for both parties. In this situation, the head of the single-parent family often desires to live in isolation from society, preferring solitude and individuality. They tend to create a closed family system, cut off from the external environment. These processes, in turn, inevitably affect the children's lives and leave their mark on the children's socialization. Secondly, due to the fact that most single-parent families experience financial difficulties, they cannot provide sufficient opportunities for additional education, various sports, arts, and other activities in raising a child. This prevents early identification of innate talents in the child's personality, their development, and transformation into abilities [9].

As a result, in a single-parent family, the material well-being and all other economic issues fall on the shoulders of one person. If the family head is not accustomed to this, the situation may become dire. A parent who strives to provide for their child financially and not let them fall behind other members of society loses complete control over their child's daily lifestyle and behavior. This is because the changes in their family functions cause these aspects to take a back seat. One of the most important aspects is that the child's manners and academic performance tend to suffer. On the other hand, the process of divorce or the sudden transition of a child from a two-parent family to a single-

parent family also affects their psychology. In their adaptation to society in a new status and form, issues of socialization such as shyness and hopelessness become noticeable. Children in single-parent families experience difficulties in entering into relationships such as man and woman, husband and wife, father and child because they cannot observe these relationships within the family. Low self-confidence due to a lack of parental affection, a lack of a sense of "security" in relation to other people and relationships, constant emotional anxiety, fear of alienation from others, inability to adapt to them - these are the negative consequences that torment children throughout their lives. An incorrect and incompletely formed family worldview leads to children's isolation from the external environment and a tendency towards loneliness [5].

Based on the foregoing, it can be said that one of the biggest problems for children growing up in single-parent families is socialization, and this process can be simple or complex depending on the environment created in single-parent families and the approach to working with the child. A child's social adaptation is the process of assimilating societal norms, values, and moral principles, adjusting their behavior to meet the expectations of others, and acquiring positive social roles [4].

The socialization of an individual involves the acquisition of specific scientific knowledge and social moral standards, the development of skills to apply them, and the accumulation of certain social experiences. This is considered the outcome of socio-pedagogical activities aimed at socializing an individual [3].

Therefore, in a child's socialization, it is crucial that they fully comprehend their living environment and engage with that environment and society. In a child's socialization process, family members, especially parents, have distinct and unique roles. However, in single-parent families, although the head of the family tries to instill these roles in the child, the rules of gender differentiation and gender-based segregation in Uzbek society prevent these issues from being fully conveyed to the child's consciousness.

Therefore, the socialization process of children from single-parent families plays a crucial role when implemented through cooperation between the family and school. This is because children spend most of their time at home and in educational institutions. In other words, children undergo their initial socialization process in educational establishments. Collaboration between the family and educational institution is of great importance in preventing negative consequences during this process and helping the child avoid psychological barriers in the future. Educational institutions are indirectly responsible not only for the child's education but also for their upbringing and teaching them the rules of conduct in society.

Educational institution/school — a major social institution that fulfills certain aspects of paternal or maternal roles in the formation of a child's personality. For children growing up in single-parent families, school is not only an educational institution but also a place where their personal feelings, moral views, and social relationships are shaped. These aspects are formed specifically at school. Observations have shown that the process of children's socialization at school directly affects their position within the family and among close relatives. This is because the curricula of Uzbek schools and the content of lessons (particularly in social sciences) are aimed at educating the child not as an individual, but as a specific member of the community and a person with their own place in society. The foundation for this is that children develop skills in controlling their behavior, engaging in interpersonal relationships, and addressing issues of bilateral and multilateral cooperation through classroom communication. Therefore, close interaction between the single-parent and schools helps maximize the child's socialization opportunities. Education and explanation of social norms are crucial for children raised in single-parent families. To support their spiritual development, educational institutions and various social organizations must provide assistance to the family. The

formation of spiritual values and the explanation of life's meaning should be carried out based on the child's age [6].

A question may arise: how does the collaboration between school and family in a child's socialization process unfold, and what does it entail? Based on surveys and observations, we can say that in the socialization of a child from a single-parent family, the school's cooperation with the family or their mutual relationship is built on the following aspects:

— The team of teachers working with the child at school should have detailed knowledge about the family situation and the child's social problems. In this case, the connection between the single-parent family head and the class teacher is of great importance. How a child spends their time outside of school and the situations they may encounter should be addressed through lessons or practical activities at school. It is recommended to use a general team-based approach rather than focusing on the individual child.

— Through lessons on the topic "Me and Society" in schools, it is possible to emphasize feelings such as personal responsibility, accountability for one's actions, and active participation in the community. Additionally, project-based lessons that teach teamwork help children develop social skills such as collaboration, emotional intelligence, listening, and conflict resolution. Role-playing games and empathy exercises develop the ability to recognize and understand others' feelings. In spiritual and educational activities within the school, it is advisable to highlight themes of personal responsibility, solidarity, and humanism [7].

In this regard, it is necessary to:

— The school psychologist should conduct general conversations about the child's interests, worldview, and future aspirations, as well as facilitate practical training sessions on the desired social environment and potential positive and negative consequences the child may face. Through participation in small role-playing games, the child will experience a realistic representation of the social environment and develop skills more rapidly in this process.

— Implement practical activities through school-family collaboration, providing constant support and encouragement, to enable the child to carry out independent activities at school and home in an orderly manner, as well as to act freely in solving family issues. This approach allows the child to integrate into social life more quickly by solving various problems independently, comparing their family environment with others, and understanding the "positive" and "negative" aspects of socialization.

— Effectively organizing the child's free time from studies (during short and long vacation periods) and preventing their isolation from society during these periods should also be implemented through cooperation between the school community and the single-parent family head. Involving children in sports clubs and camps organized in schools or other related institutions, and creating a harmonious environment, plays a significant role in this process.

In most single-parent families, there is a strong tendency to either exert complete control over the child or dismiss their mistakes with the excuse that "the child is growing up in a single-parent family." Additionally, children who grow up in such families are more likely to exhibit premature attempts at independence or become isolated from their social environment, experience a lack of self-confidence, and suffer from psychological depression. In some cases, their relationship-building skills may be weaker, or conversely, their leadership abilities among peers may be more developed.

Furthermore, children raised in single-parent family environments often have less developed empathic abilities, that is, the capacity to recognize and understand others' emotions. This leads to various problems in their relationships with both peers and adults. For instance, such children frequently express themselves through fear, withdrawal, or, conversely, aggression. In some cases, they may exhibit internal protest, feelings of alienation, and even negative tendencies in their

worldview. These circumstances hinder not only personal development but also healthy integration into society.

In these situations, the family environment or the head of the family alone cannot solve the problem. It is crucial to take a comprehensive approach to the issue and work in collaboration with educational institutions - places that form the child's social environment - while guiding the child towards their areas of interest. When appropriate, it is beneficial for the school psychologist working with the child to conduct separate conversations with the head of the single-parent family, discussing aspects of the child's observed behaviors that the family head might not have noticed. The most important aspect is that at school and in other social groups, the child should not be explicitly singled out (either negatively or through excessive positive support) for growing up in a single-parent family. Instead, the focus should be on how the child has achieved their current state through their own efforts or aspirations, on equal terms with everyone else [8-11].

In conclusion, it should be noted that the stable life of families in society and their preservation in a complete state have a significant influence on the psychological, material, and social well-being of children. Unfortunately, today, as a result of the modernization of family-related traditions, problems concerning the child's consciousness and psyche are increasing, which, in turn, is leading to a noticeable rise in the number of single-parent families. However, regardless of the environment and conditions in which a child grows up, their engagement in social life plays a crucial role in finding their place in the future. Therefore, a child's socialization is important regardless of whether they grow up in a complete or incomplete family. However, it is natural that solutions to socialization issues in single-parent families extend beyond the internal affairs of the family. Consequently, in the socialization of children from such families, the chain of "family-mahalla-educational institutions-society" must act in direct unity. The inadequate socialization of children growing up in single-parent families leads to an increase in offenses in society, a rise in unemployment, and the formation of a generation that struggles to find its place in the real labor market. The correct and timely, step-by-step establishment of the socialization system will allow for the reduction of excessive burdens on society and enable a high-quality and seamless process of generational change.

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