

## STUDYING THE FAMILY PSYCHOLOGICAL ENVIRONMENT IN SINGLE-PARENT FAMILIES

*Master's Student International Nordic University*

***Babajanova Feruza Aminboyevna***

*Academic Supervisor: Ph.D. in Psychology Associate Professor*

***N. Lutfullayeva***

***Annotation:*** This article explores the factors influencing the personal development of students raised in single-parent families. The concept of a single-parent family, its types, and causes are analyzed. It also examines the factors affecting students' psychological state, social adaptation, academic achievement, and personal qualities, including the absence of a parent, financial difficulties, lack of social support, and other factors. In conclusion, the article provides practical recommendations for supporting the personal development of students from single-parent families.

***Keywords:*** single-parent family, students, personal development, psychological state, social adaptation, academic achievement, parental absence, financial difficulties, social support.

***Аннотация:*** В данной статье исследуются факторы, влияющие на личностное развитие учащихся, воспитывающихся в неполных семьях. Анализируется понятие неполной семьи, ее типы и причины. Также рассматриваются факторы, влияющие на психологическое состояние учащихся, их социальную адаптацию, успеваемость и личностные качества, включая отсутствие одного из родителей, материальные трудности, недостаток социальной поддержки и другие факторы. В заключение статьи даются практические рекомендации по поддержке личностного развития учащихся из неполных семей.

**Ключевые слова:** *неполная семья, учащиеся, личностное развитие, психологическое состояние, социальная адаптация, успеваемость, отсутствие родителя, материальные трудности, социальная поддержка.*

## **Introduction**

Family problems, with their multifaceted nature, possess a distinct characteristic, and their positive resolution holds great importance in determining the progress of society and in raising a spiritually mature and mentally healthy generation. If each family member resolves their issues collaboratively and through mutual agreement, peace within the family will be guaranteed, and its spiritual foundations will be strengthened. In the relationships between spouses, mothers-in-law and fathers-in-law, daughters-in-law and sons-in-law, when certain disagreements, contradictions, and conflicts arise in opinions and views, if the individuals constituting the family are able to agree among themselves and resolve the problem constructively, the socio-psychological and spiritual environment in the family will allow positive perceptions about human relationships to form in the minds of the younger generation. For this reason, in our country, the family and its educational potential are recognized as a national value. Our President Sh.M. Mirziyoyev, expressing his views on the spiritual environment and the characteristics of our unique traditions that should prevail in the family, emphasized: “Without mutual respect and strict order, if all family members do not fulfill their duties, if they do not show kindness and affection towards each other, it is impossible to live well and properly... The majority of Uzbeks prioritize caring for the well-being of their family, relatives, and close people, neighbors, rather than their own personal well-being. This is the highest level of spiritual value, the jewel of the human heart.”

Single-parent families are an integral part of society, and the personal development of students raised in them has its own specific characteristics. The psychological state, social adaptation, and academic success of these students are

shaped by many factors. Factors such as the absence of a parent, financial difficulties, and lack of social support can negatively affect their personal development. Therefore, supporting the personal development of these students is one of the important tasks for our society. The President of the Republic of Uzbekistan pays great attention to supporting the personal development of students raised in single-parent families. In particular, social protection has been organized, and as examples of this, we can mention the provision of financial assistance through the “Iron Book,” “Women’s Book,” and “Youth Book.” In turn, great opportunities have also been provided in the field of education: free education, allocation of scholarships and grants, free education in vocational training centers, and the establishment of IT centers to increase young people's interest in the IT field.

Psychological support: Providing assistance through psychological centers and hotlines. Strengthening the activities of psychologists in schools.

### **Main Body**

The proper organization of the internship for second-year master's students is one of the important conditions for preparing future young specialists for real production conditions, research, and scientific-pedagogical activities. Therefore, in order to apply my knowledge, skills, and abilities in practice and prepare for my scientific and pedagogical activities, to implement it, to analyze educational and methodological work, and to conduct scientific and practical work on evaluating the results, an internship was conducted at secondary school No. 266 in Sergeli district of Tashkent city. During the internship, the factors influencing the personal development of students raised in single-parent families were studied, and to identify this, a questionnaire consisting of 30 questions based on V.V. Boyko's “Methodology for Assessing the Family Psychological Environment” was administered.

During the research, based on the “Assessment of the Family Psychological Environment” questionnaire developed by V.V. Boyko, the family environment of 70 students was studied. Based on the results of the questionnaire, the scores obtained fell into the ranges of 60–89 and 90–119. Students were not recorded in the lowest (30–59) and highest (120–150) score ranges. Based on these results, the following general conclusions can be drawn:

A moderately problematic environment is widespread (44.3%): 31 students who scored 60–89 indicated a lack of emotional support, indifference, or neglect in their family environment. This situation negatively affects the child's personal development and can lead to difficulties in adaptation. It indicates the need for socio-psychological support and work with parents, although urgent psychological intervention may not be required.

A satisfactory but unstable environment (55.7%): 39 students who scored 90–119 showed that they are growing up in satisfactory but not ideal family conditions. Such children are socially adapted but constantly require emotional encouragement and attention. With families in this situation, a more stable positive environment can be achieved through regular psychological conversations and educational counseling.

Extreme environments were not recorded (0%): The absence of students in the 30–59 or 120–150 score ranges indicates that children in these groups were not involved in the study, or that the existing environments are at an average and normal level. At the same time, the absence of students growing up in an ideal psychological environment indicates a lack of this environment, which depends on family culture, parenting style, and emotional communication.

The organization of psychological services for the family is determined by the specificity of the family problem and the specific situation. Any method used depends on the professional skills of the psychologist and the conditions of

application of the treatment and is valuable in a timely manner. Therefore, it is necessary to clearly develop a program of psychocorrection of family relations. The algorithm for organizing psychological services for the family is as follows:

- Psychodynamic;
- Systemic and strategic;
- Eclectic;

Psychodynamic direction: This approach is significant due to its focus on analyzing the past history of adult family members, including their unconscious desires, psychological problems, and mutual projections experienced in the early stages of ontogenesis. In this, great importance is given to achieving insight – understanding that the emergence of deconstructive methods of adaptation to life is due to unresolved problems in the past of some family members. The application of this method requires not only the psychologist but also all family members to be patient and spend a lot of time, which, although not economically feasible, is very effective. Systemic and strategic direction: This work in the systemic approach, on the one hand, is organized in a closed, homeostatic cycle that is organically related to the individual characteristics of family members, based on the type of upbringing, the nature of interactions, interpersonal relationships based on the rhythm of communication, and the mutually determined approach to the individual. On the other hand, the family is viewed as a holistic system by isolating different subsystems in an independent combination of internal family interactions. Family subsystems include ancestry, gender, interests, spouses, parents, child-child, child-mother, child-father, children-pets, and other factors. One individual can belong to several family subsystems. The implementation of psychological correction based on the systemic approach consists of several stages. Family diagnosis refers to the typification of disorders of family relations, taking into account the individual psychological characteristics of family members. The peculiarity of the family diagnostic treatment is its direct and stereoscopic nature. If diagnostics are used at

all stages of the correctional work, it is called direct treatment. Stereoscopic family diagnosis refers to the mutual harmonization of information obtained from one family member with data obtained from other family members in order to supplement and compare the information.

Identifying the roots of family conflicts and classifying them based on the emotional impact on each conflict participant is carried out at the stage of resolving family conflicts. Organizing the discussion of pressing family problems either individually or with close relatives, or in a group format, is conducted at the stage of reconstructing family relationships. At the reinforcing (recording) stage, expanding the repertoire of role-playing behavior and strengthening empathic communication skills is organized in the natural family conditions of real life. Organizing and implementing correctional work with the family is determined by a number of factors. The most optimal method of family psychocorrection is to rely on the individual characteristics of family members. Many psychologists, in their practical activities, try to work based on their experience, scientific maturity, and personality traits when choosing psychocorrectional methods. Unfortunately, this does not always justify itself, because any method (technique) has its own tools, and the value of the tool directly depends on how and by whom (which specialist) it is used.

## **Conclusion**

During the conducted internship, the results of the survey based on V.V. Boyko's "Methodology for Assessing the Family Psychological Environment," aimed at studying the factors influencing the personal development of students raised in single-parent families, showed that 31 out of the 70 students studied (44.3%) experienced a lack of emotional support and difficulties in social adaptation, and they needed psychological help. In the remaining 39 students (55.7%), although the family environment was relatively satisfactory, it was found that they also had a constant need for emotional support. These results indicate the

importance for school psychologists, teachers, and parents to pay more attention to students in single-parent families, and to develop and implement the necessary measures to improve their psychological state and support their personal development.

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