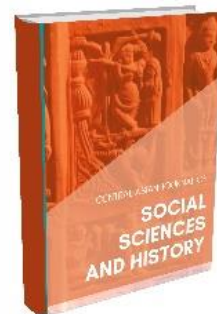




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Psychological Factors for the Success of the Education of Teenage Boys From Single-Parent Families

Imomkulova Fotima Ulugbekovna

Teacher, Jizak State Pedagogical University

fotimaimomqulova993@gmail.com

Abstract:

Currently, there has been a trend towards a change in the structure of the modern family, and, as a result of this, to a change in the traditional order of upbringing, since: the number of divorces is increasing (according to the latest statistics, the number of divorces is currently 60% of the number of marriages). The features of raising a child in the family by the mother and father, the development of personality in the educational process, and tender features of adolescents were also investigated.

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Currently, there is a tendency towards a change in the structure of the modern family, and, as a result of this, to a change in the traditional order of upbringing, since: the number of divorces is increasing (according to the latest statistics, the number of divorces is currently 60% of the number of marriages); the number of illegitimate births is gradually increasing (if in 1997 the number of illegitimate births was 19.76% of the total number of births, then by 2004 this figure was 25.5%. and by 2012, 30%). Thus, the number of single-parent families is constantly growing, this is becoming the norm of modern life, however, information about the peculiarities of teaching and raising adolescents from such families turns out to be quite contradictory.

In recent years, dissertation studies have studied the clinicopsychologic features of adolescents from divorced families, their public consciousness and self-recognition, the formation of an image of the future in adolescents in single-parent families of various types. The features of raising a child in the

family by the mother and father, the development of personality in the educational process, and tender features of adolescents were also investigated.

Psychologists argue that the relationship between parents and children plays an important, significant role in the formation of the child's personality. We want to consider how intra-family relationships affect children's school success. An important factor in the relationship in the family is the attitudes of the parents. The main parent settings and behaviors that match them are:

- "love and acceptance";
- "rejection";
- "over-demanding";
- "excessive custody."

With the entry of the child into school, the main factor determining the nature of relations with him in the family, becomes solvency in the new status - the status of the student. When a child enters school, they receive a new social status, which now determines how they will be treated in the family. As you understood, this is about the status of the student. His school successes will affect his relationship with his parents. Lack of success in educational activities, misunderstanding with personally significant people, arising on its basis, cannot leave the child indifferent. When a child experiences these emotions, they are postponed to the character of a small personality, to his life attitudes, orientation, socialization. That is, they negatively affect its psychological individualization. Parents definitely need to determine the cause of the child's school problems. In this you can resort to the help of a psychologist. Having identified the causes, you need to try and eliminate them. This is very important, because the skills and desire to study developed in the lower grades of the child are mandatory for successful education in high school. Socialization of the child is also an important factor in the success of education. The nature of the child's communication with his peers determines his future relationship. Also, the way a child communicates affects his social status and, as a result, his self-confidence. The problem of the relationship between younger students and peers and school performance has been little investigated in the literature, but is very popular. Let's try to determine what effect peer-to-peer relationships have on school performance.

But there is almost no information about the effective education of adolescents from single-parent families. Any system has its own performance indicators. In the school education system, such an indicator is the academic performance (success) of students, as a result of the assimilation of a certain amount of knowledge, skills and skills. When considering the history of the family institution, it is determined that recently there have been dramatic changes in the family relations system. The problem of low academic performance of schoolchildren worries not only the participants in the pedagogical process, but also the scientific community of teachers, psychologists. However, when considering this problem, experts often focus on physiological, pedagogical or social factors, not paying due attention to psychological ones, and they, in our opinion, play a very important role. After all, the child is trained in a team in which a comparison of children with each other is constantly supported by the teacher's assessments. A failing student, as it were, is put on display by his peers and almost daily experiences a situation of failure. Thus, the problem of failure from pedagogical is transformed into the psychological and pedagogical problem of the success of training. The very concept of "success of learning" is quite capacious and creates certain difficulties in interpretation. The definition of this concept by N. A. Rototaeva emphasizes: "Success is largely determined by the ability to choose the

right position and tactics in critical situations. It is customary to call successful someone who "does not hide his head in the sand," but is ready to courageously and stubbornly meet any troubles, show will and perseverance in resolving them. In educational activities, the student who managed to overcome his fear, difficulties, confusion, disorganization will be successful. Conversely, the unfortunate, anxious, tortured by the regulatory requirements and expectations of those around the excellent student, in our opinion, cannot be attributed to success, since studying does not bring him joy, satisfaction. Therefore, the success of training should be considered as a qualitative assessment of the performance of the activity, which is formed from the objective performance and subjective attitude to these results of the student himself. Undoubtedly, one of the components of learning success is academic achievement. Today, there is an urgent need to provide assistance to teachers who work with underperforming students. But help will be effective only if you know the psychological factors of failure. Meanwhile, Western and domestic researchers emphasize the key role of the family in the personal and psychological development of a child of any age. Many personal and cognitive characteristics are laid in the family. Currently, the number of single-parent families is increasing, this is becoming the statistical norm. Single families are formed as a result of divorce, the death of one of the spouses, and if one of the parents lives and works elsewhere, if the parents of the child never lived together. Analysis of statistics showed that the most common reasons for the education of single-parent families to date is the extramarital birth of a child and once but d parents. As evidenced by research by domestic specialists, upbringing and training in single-parent families will especially affect boys, the authors consider the absence of a father as the absence of an object for identification. In this regard, adolescence is indicative. Numerous researchers of the psychological characteristics of adolescents, as subjects of educational activity, note that adolescence is not only the deepest crisis in a person's life, but also a period of intensive personality development, the time of the appearance of neoplasms. The mental activity of a student who graduated from elementary school is characterized by three neoplasms: arbitrariness, reflection, an internal action plan By the end of primary school, when the main period of adaptation, like developmental macrophases, is over, the student becomes the subject of not only educational activities, but also, which is very important for the factors of active interpersonal interaction.

In the middle school age, the leading role is played by communication with peers in the context of the teenager's own, primarily educational, activities. During this period, the central mental neoplasm of a person arises - the "feeling of adulthood." Based on the intellectualization of mental processes, their qualitative change occurs in the line of increasing arbitrariness, mediation. The behavior of a teenager is determined by the marginality (intermediate) of his position. This manifests itself in a psyche for which inner shyness, uncertainty of the level of claims, internal contradictions, aggressiveness, a tendency to extreme points of view and positions are typical. Conflict, the greater, the sharper the differences between the world of childhood and the world of adulthood. As a subject of educational activity, a teenager is characterized by a tendency to assert his position of subject exclusivity, "individuality," the desire to stand out with something This can increase cognitive motivation if it correlates with the very content of educational activity: its subject, means, methods of solving educational problems. In educational psychology, when it comes to the causes, stable characteristics that determine the success of learning, the concept of factor is used. As one of the psychological factors that influence the productivity of educational activities of students, some researchers name the level of personal and psychological development of subjects of educational activities. The peculiarities of upbringing and training in single-parent families, according to researchers, are manifested in the

following: the harmonious development of the cognitive sphere is disrupted; less clearly occurs the process of public identification; training in communication skills with members of the opposite sex is difficult; the formation of excess attachment to the mother becomes possible. They note a violation of the social position of the teenager, his social role in the deformation of family relations.

Theoretical analysis has shown that, unfortunately, the research conducted on this problem does not fully reflect the psychological characteristics of boys in single-parent families. There is a large body of research into the education and upbringing of adolescents in general. It remains necessary to investigate the psychological factors of the success of the education of teenage boys from single-parent families. As an incomplete family, we consider it necessary to consider two types of families - incomplete due to the divorce of parents and incomplete due to the birth of a child outside of marriage, i.e. adolescents are raised by a single mother.

In his works, M.N. Volokitin characterizes the attitude of students to study. She believes that students with a highly developed sense of student duty compensate for the difficulties in teaching by diligently. Students who formally refer to educational activities are convinced of the inability to resolve their problems. A significant factor is, from the point of view of N. S. Leites, the "psychological components of assimilation," which include:

- 1) positive attitude of students to teaching;
- 2) processes of direct sensory familiarization with the material;
- 3) the process of thinking as a process of active processing of the resulting material;
- 4) process of storing and storing received and processed information.

Of particular interest are the studies of N. I. Murachkovsky, proving that failing students mainly have no pathological disorders of memory and attention. The success of learning can be influenced by the weak development of the strong-willed sphere among students. By the way, Psychology 225 rarely pays attention to the latter reason, although K. D. Ushinsky wrote about this: "A doctrine based only on interest does not make it possible to strengthen the will of the student, since not everything in the doctrine is interesting, and you have to take a lot by willpower." The success of training can also be influenced by the level of self-esteem of the person. So in children with unstable self-esteem, failure in teaching can negatively affect educational motivation. Outwardly, this can be expressed in the form of laziness, excessive slowness, refusal of difficult tasks. At the same time, in students who are confident, have a stable positive self-esteem, failure not only does not disorganize activities, but also opens up an opportunity to form a more adequate self-esteem aimed at overcoming difficulties. Success is a holistic characteristic of the child's activity, communication and inner state. The achievement of success by a child is associated both with his own internal activity (which must be awakened and taught to support it), and with the systematically built activity of adults - subjects of the educational process. It is known that long-term failure causes moral and mental trauma in a student, generates disbelief in their strength. Therefore, it is very important for the teacher to know the individual characteristics of his students, to take into account those psychological factors that will help the child become successful in his studies.

Conclusions.

1. Adolescent boys 11-13 years old from single-parent families as subjects of educational activity are characterized by subordination, emotional instability, low level of self-control, high level of physical aggression, low level of negativity and resentment.

2. The cognitive factor of the success of the education of teenage boys from incomplete families includes: verbal intelligence 50%, spatial imagination and practical thinking 30% and computational ability 10%. In the personal factor - conformism, radicalism, self-control, communicative

3. The course of personal and psychological development of teenage boys from families with a single mother and divorced families as subjects of educational activity is different: the development of teenage boys from families with a single mother is carried out along the way of increasing restraint in communication and the growth of spatial imagination; teenage boys from divorced families along the path of diminishing spatial imagination and computational ability.

4. The identified personality characteristics of teenage boys from single-parent families are associated with their cognitive characteristics, which is important to take into account when teaching them and optimizing their development in the course of educational activity. The conclusion summarizes the results and determines the prospects for further study of the problem under consideration. Identification of psychological factors for the success of the education of teenage boys from single-parent single families and divorced families will make it possible to more effectively solve many psychological problems associated with their training and development in the school system. The identified features will allow building training for teenage boys, focused on the "zone of immediate development." The selected topic is of interest for further research. Since so much in family life depends on where adolescent boys are raised and trained, it seems promising to further study the psychological factors of the success of the education of adolescent boys from single-parent families living in the city and village, in large and small cities; identification of psychological characteristics of adolescents depending on the place of residence and education. ability.

Recommendations to a school psychologist: it is advisable to use in the educational process with teenage boys from single-parent families forms and methods of educational and educational impact, taking into account the identified relationships between the level of cognitive and personal development of each category of adolescents (from divorced families and raised by a single mother). Recommendations to mothers: by carrying out education, pay attention to the most complete embodiment of the maternal function, use the important advantage of maternal education, and maximally individualize the process of family education, taking into account the identified personal characteristics and cognitive characteristics.

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