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SOCIO-PEDAGOGICAL MODEL FOR FORMING ATTITUDES TOWARD THE FATHER IN CHILDREN OF AN INCOMPLETE FAMILY

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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.

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

The formation of attitudes toward the father in children from single-parent families is a complex socio-pedagogical process based on several scientific and practical models. These models are aimed at reducing the child's psychological trauma, ensuring healthy socialization, and the objective acceptance of the father's personality. The results of the systematic diagnosis of the socialization process of children growing up in single-parent families show that it is insufficient to evaluate this problem solely as a structural (demographic) aspect of the family. In this process, the quality and dynamics of the "mother-child-father-social environment" relationship system are a primary methodological necessity. Although schools, mahallas, and other social institutions can exert an external administrative and educational influence, they cannot fully replace the internal spiritual and psychological environment within the family.

Based on the empirical results obtained, G. Kantemirova emphasized the importance of differentiated social protectionism in order to optimize state social policy and improve the prevention system:

- introduction of a system for providing targeted assistance to single-parent families based on their real socio-economic and structural status; inclusion of monoparental (single-parent) families as a separate social category among priority target objects in state socio-demographic programs;

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- developing a network of specialized psychological and pedagogical assistance and social rehabilitation centers within the school system to reduce the risk of social maladaptation in children;

- to increase the economic activity of single-parent families, introducing a reduced workday, a free professional retraining system, and allocating preferential quotas for placing children in preschool educational organizations;

- forming positive social perceptions of single-parent families at the community level, preventing cases of stigma and discrimination.

Therefore, taking into account the different gender effects of paternal deprivation on the socialization of boys and girls, there is a need to create a holistic socio-pedagogical model for forming a positive attitude toward the father. This model involves filling the cognitive gap for boys through the institutional reproduction of positive masculinity patterns in society and the education system, while for girls, it provides internal emotional security by cleansing the father's image of chronic negative nuances from the mother.

It is no coincidence that the socio-pedagogical model is chosen specifically in the process of forming attitudes toward the father in children from single-parent families. Behind this choice lie systemic, person-centered, and integrative approaches.

1. This problem is not purely pedagogical or purely social in nature. It is located at the intersection of internal psychological experiences, the transformation of family relationships, as well as external institutional influences.

In addition, by creating a socio-pedagogical model, it becomes possible to interconnect the micro- and macro-environment. Because a child's perception of a father is formed not only within the home but also under the influence of school, peer groups, the neighborhood, and the media.

According to the study, 70% of divorced families are young, with an average of 2.5 children remaining orphans. This indicator demonstrates the necessity of theoretical design and systemic transformation of the "mother-child-father-social environment" chain.

The main conceptual idea of this model is to ensure the organic integration of the internal spiritual and psychological environment of the family, primarily the dynamics of mother-child-father relations, as well as external social institutions, in particular schools, mahallas, and additional education centers. In a fatherless family, a child's

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socialization often takes on a one-sided character. This may negatively affect their gender-role identification and future family values.

In our opinion, to solve this systemic problem, it is necessary to theoretically design the mechanism of the "*child - mother - father - social environment*" chain. The complete exclusion of the father from this chain in the upbringing system after a family divorce or his mention only as a negative image leads, first of all, to negative situations in the socialization of children. In our proposed model, this quartet is viewed as a single functional system. This socio-pedagogical model, developed by us according to its internal structural logic, is designed within 5 main conceptual blocks that mutually require each other and form a holistic system, and is presented in the following figure:

1. Purpose Restoration and formation of healthy gender identity and an objective-positive attitude toward the father.			
2. Methodological block Approaches: systemic, gender, and component. Principles: compensation and selection (the active subjective role of the father, in the absence of paternal involvement: compensatory and retrospective idealization).			
3. Criteria and their functions			
1. Cognitive criterion	2. Emotional-value criterion	3. Motivational-behavioral criterion	4. Social adaptation criterion
4. Practical block.			
<i>Subjects:</i> child - mother - father (active subject or image at the level of objective memory) - social environment (compensating subject - grandfather, uncle, teacher) <i>Methodology:</i> pedagogical methods, innovative forms, and correctional tools.			
For boys: 1. <i>Systematic integration of the positive male image.</i> 2. <i>Communication between male teachers at school.</i>		For girls: 1. <i>Developing a healthy sense of trust and security toward a man.</i> 2. <i>Visualizing the positive pattern of "man-woman" relationships in the family.</i>	

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3. *The mentor-apprentice system with sports coaches.*

4. *Patronage support from the mahalla youth leader.*

3. *A healthy distance communication system with male mentors and compensatory subjects.*

4. *Correction of female identity and self-esteem.*

5. Result

The child's psychological health and the formation of family values.

Figure 1. "Child - Mother - Father - Social Environment" Socio-pedagogical model

The main goal is expressed in the first block, which defines the strategic direction of the model. Its main goal is to ensure healthy gender identity in the personality of a child living in conditions of lack of paternal involvement, i.e., the awareness and acceptance of gender-specific roles, and the formation of an objective-positive attitude toward the image of the father, whether real or in memory or imagination. The goal is to ensure that these children do not repeat destructive family models in the future.

2. The methodological block forms the conceptual and theoretical foundation of the model, incorporating systemic, gender, and component approaches, as well as the principle of compensation and selection. In the event of a crisis in which a father's actual involvement is absolutely impossible, this block is automatically readjusted based on compensatory (replacement) and retrospective (idealization through memory) principles. In this situation, the father is preserved in the system as an ideological and educational standard.

The third block consists of criteria and their objectives, which represent the performance indicators of the entire model based on the goal. In our case, it provides for the implementation of measures for the restoration and rehabilitation of the father's image at four interconnected levels and based on a holistic socio-adaptation criterion.

The next block describes the content of the entire model based on the goal. In our case, the restoration and rehabilitation of the father's image involves the implementation of measures at four interconnected levels. Accordingly, the *cognitive level* represents the formation of a general, sound theoretical understanding of the father's social role in the family and society in the child, i.e., the explanation of the father's personality only as an institutional and social value, separated from the shortcomings of a specific

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individual. In this case, it is important for the child to understand that the father's departure from the family is not related to his value as a child. *At the emotional level* the goal of eliminating chronic feelings of resentment, guilt, and hatred in the child's inner world is embodied in creating a sense of internal security free from the negative emotional influence of the mother. As a result, it is achieved that the child does not feel internal fear and aggression when thinking about or talking about the father. *Behavioral level* implies the purposeful formation of skills for readiness to build one's own independent family in the future. At this stage, the child masters the distribution of family responsibilities, conflict resolution, and positive family behavior models. *Based on the social adaptation criterion*, the child's complexes of inferiority or being a child from a divorced family disappear, and they easily blend in with their peers.

In conclusion, the proposed socio-pedagogical model serves to develop children from single-parent families as full-fledged individuals whose internal capabilities must be systematically activated by society. Integrating environments and correctly defining gender orientations will minimize the negative consequences of paternal deprivation.

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