

PEDAGOGICAL CONDITIONS FOR PREPARING CHILDREN FOR SOCIAL LIFE IN SINGLE-PARENT FAMILIES

Asranboyeva Munojat Xalimjanovna
Senior Teacher of Namangan State University

ANNOTATION:

The article is devoted to the study of the content and socio-pedagogical features of preparing children from single-parent families for social life, the idea is discussed that a clear definition of pedagogical activities aimed at preparing children for social life allows substantiating the significance of the proposed methodological ideas.

Keywords: single family, child, social life, activity, methodology, pedagogy, characteristics.

INTRODUCTION:

The following priorities for preparing children for social life in the world include: improvement of preventive technologies to ensure the social adaptation of children; improving the diagnostic system for correcting deviant and criminal behavior of children; development of a modernized educational system for the formation of social experience in families; development of innovative technologies to ensure the integration of the family, school and community in educational activities; research is being conducted to improve the mechanisms for preparing future professionals to work with families and parents, and other issues.

It is important to improve the innovative direction of the organization of educational activities in single-parent families. Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy for further development of the Republic of Uzbekistan", "On measures to radically improve the activities in the field of support of women

and strengthening the family" 2018 Decree No. PF-5325 of February 2, 2018, Resolution of the President of the Republic of Uzbekistan No. 3808 of June 27, 2018 "On approval of the Concept of strengthening the family in the Republic of Uzbekistan"; based on the content of the priorities set out in the Resolution "On the establishment of".

The Action Strategy for the further development of the Republic of Uzbekistan identifies important tasks such as "Improving the social protection and health care system: protecting the rights of children, increasing social activity, improving living conditions." This shows that the improvement of pedagogical mechanisms for preparing children for social life in a single-parent family is a topical issue.

The family is an integral part of society. There is no people, nation or society that has not taken into account the problems and values of the family and its surroundings in its history of development and in determining the prospects for development. No prospect can be imagined without the interests of the family. After all, for everyone, family is the beginning of life, the prelude to all things. Furthermore, everyone connects his happiness and happiness first of all with his family, that is, only a person who is happy in his home, family, feels completely happy.

The specificity of our research work was to isolate individual parts of a holistic, holistic system, such as preparing children for social life in disadvantaged families. This effort helps to fully understand the essence of the research work, to find a solution to the problem in the direction of a clear goal.

Systematic, consistent organization of practical and pedagogical activities on the basis of a specific program will ensure high efficiency in preparing children for family life in disadvantaged families. That is why the program was first developed. In the program, it was found expedient to organize pedagogical activities aimed at preparing children for family life in single-parent families on the basis of the following areas:

1. Formation of ideas and perceptions of family and family life in the minds of children in single-parent families.
2. Decide that children in single-parent families have a responsible approach to love.
4. To develop children's ability to run a household and form a family budget in single-parent families.
5. To develop the skills of proper organization of interpersonal relationships in the family in single-parent families.
6. Prepare them for the prevention of family conflicts.
7. Develop reproductive health skills in girls.

According to the results of the theoretical analysis, it can be said that the preparation of children from an unfamiliar family for social life is based on five direct factors and signs.

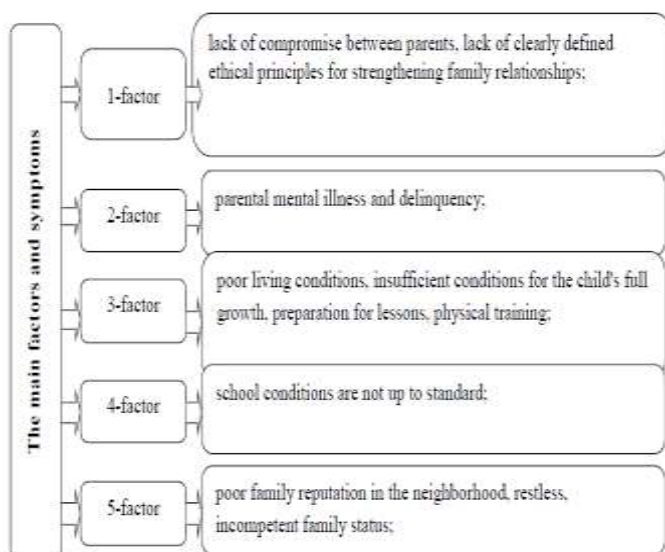


Figure 1. The main factors and signs of preparing children from disadvantaged families for social life

It is necessary to study the importance of both objective and subjective factors in preparing children for social life in single-parent families, as well as to assess their impact. Analysis of sources, study and observation of children's activities in disadvantaged families allowed to distinguish the following as objective and subjective factors in preparing them for social life:

OBJECTIVE FACTORS:

- Educational and material support of the educational institution;
- Necessary textbooks and resources that provide information on important areas of preparation for social life;
- Information provided by the media, booklets, Internet materials;
- National spiritual and moral values, spiritual and moral qualities, community and community activities, the relationship between the individual and nature (material being) and society, spiritual freshness, will, social activity, healthy lifestyle, organization of work and professional activities, family posters, slides, presentations, programs, projects, work plans on life, its effective organization;
- Educational and laboratory equipment, technical means.

SUBJECTIVE FACTORS:

- The system of actions taken to prepare children for social life in single-parent families;
- Knowledge and life experience, professional skills of parents in single-parent families;
- Children's attitudes to preparation for social life, level of knowledge, interests, needs, as well as the skills of self-preparation;
- Cooperation of mahalla, state and public organizations in preparing children for social life in single-parent families;
- The focus is on the study of best practices in foreign countries and the country in the

effective, successful preparation of children for social life in single-parent families;

- Initiatives of the management of the educational institution, science teachers, staff, representatives of sponsoring organizations and in preparing children for social life in single-parent families;
- Analysis of the effectiveness of pedagogical activities aimed at preparing children for social life in single-parent families at certain intervals.

Educational and laboratory equipment Technical means	Initiatives of the management of the educational institution, science teachers, staff, representatives of sponsoring organizations and preparing children for social life in single-parent families
Broadcasts and animations Slides Broadcasts and animations Slides	Analysis of the effectiveness of pedagogical activities aimed at preparing children for social life in disadvantaged families at certain intervals

Table 1 Objective and subjective factors in preparing children for social life in single-parent families

Objective factors:	Subjective factors:
Educational material provided by the educational institution	The system of actions taken to prepare children for social life in single-parent families
Necessary educational literature and resources that provide information on important areas of preparation for social life	Knowledge and life experiences, professional skills of a parent in single-parent families
Information provided by the media, booklets, Internet materials	Attitudes of children towards preparation for social life, level of knowledge, interests, needs, as well as skills of self-preparation
National spiritual and moral values, spiritual and moral qualities, community and community activities, the relationship between the individual and nature (material being) and society, spiritual freshness, will, social activity, healthy lifestyle, organization of work and professional activities, family life, posters, slides, presentations, programs, projects, work plans for its effective implementation	Cooperation of community, state and public organizations in preparing children for social life in single-parent families
Projects, work plans	Focus on the study of best practices in foreign countries and the country in the effective and successful preparation of children for social life in single-parent families Focus on the study of best practices in foreign countries and the country in the effective and successful preparation of children for social life in single-parent families

Objective and subjective factors in the family directly affect the upbringing, growth, development of the child. The development of a child into a perfect human being can be shaped by the influence of his parents, their lineage, hereditary traits, or the influence of education, environment, and not the lineage of the parents. Therefore, the family is considered as a complex upbringing and living space.

Thus, a clear definition of the areas of pedagogical activity aimed at preparing children for social life in disadvantaged families allowed to demonstrate through experience the importance of the proposed methodological ideas for practice.

Areas of preparation of children for social life in single-parent families include:

- Education (formation of scientific knowledge in the minds of students);
- Formation of socio-ideological beliefs and immunity on the basis of national and universal values, the idea of national independence, enrichment of worldview;
- Fostering spiritual and moral qualities (diligence, humanity, diligence, humility, love for others, compassion, as well as faith, determination and strong character);
- Career guidance (teaching the secrets of certain professions, the basics of professional activities);
- Preparation for the organization of social relations (exchange of interactions between

subjects, cooperation with team members, achieving spiritual unity with members of the groups to which he belongs (micro, meso and macro groups);

- Skills to protect the health of the individual and others (to achieve regular, consistent, uninterrupted physical activity and sports, to develop a healthy lifestyle (abstinence from alcohol and drugs, smoking, improper and irregular sex);

- Formation of elements of legal culture (adherence to social ethics, non-commission of offenses, intolerance of lawlessness, crime and social injustice);

- Deciding on a responsible attitude to the environment and nature;

- Organization of psychological services (overcoming psychological fatigue and tension, mental well-being, confidence in the future, as well as preparation for family life to create a healthy environment in the community.

Each of these directions plays an invaluable role in the effective preparation of children for social life in single-parent families. The essence of each direction and the role of preparing children for social life in single-parent families are discussed below.

I. Upbringing of children from single-parent families in the spirit of national spiritual and moral values:

In order to understand the essence of national spiritual and moral values, it is necessary to first get acquainted with the concept of "national values". "National values are aspects, characteristics, material and spiritual wealth that are important and significant for the nation."

Values are divided into several groups depending on their nature and scope:

1) Values related to nature, ie ideas, views that promote the conservation, reproduction, economical use of natural resources, flora and fauna, necessary for human survival;

2) Values related to the skills of labor and tools of labor in the field of economics, as well as oriental relations;

3) The structure of the state to socio-political values, its legal basis - factors such as justice, equality, peace, truth, respect for state symbols;

4) Spiritual Values - scientific, philosophical, moral views, religious, historical, artistic, artistic monuments created by our nation and passed down to us.

Hence, national value includes the moral norms, ideas and religious beliefs, customs and rituals of a particular nation that have been passed down from generation to generation and have been preserved for a long time.

In the process of preparing children for social life in single-parent families, it is important to acquaint them with national spiritual and moral values. In fragile families, children should organize their activities on the basis of national spiritual and moral values so that they can live freely and moderately in social life.

In the course of the experiments, information was also provided on how and in what circumstances greetings should be given in disadvantaged families. In this regard, the following information was used in the work of Muhammad Sadiq Qashqari "Odob as-salihin": "Greet the great little one, the horseman, the rider, the little one."

II. Formation of spiritual and moral qualities in preparing children for social life in single-parent families:

In preparing children for social life in single-parent families, it is advisable to pay special attention to their spiritual and moral qualities. Preparing children for social life in single-parent families must adhere to ethical standards recognized by society as equal members. In view of today's demand, it is necessary to determine what spiritual and moral qualities are required to be formed in

unmarried families. It is necessary to determine whether this is reflected in the essence of pedagogical activity aimed at achieving this goal. Similar questions are addressed below.

The beginning of human thought, the ability to distinguish between good and evil, the moral criteria that govern human relations in a particular society, laid the foundation for the development of rules. Morality (Latin "moralis" - a rule, behavior, tradition, morality) is a specific way of regulating relations between people, the order, etiquette, relationships and communication that are accepted and should be accepted in this or that society. rules, criteria ", " is one of the forms of social consciousness and is a set of certain rules of behavior that must be followed by people living in a particular society ". In the sources, as well as the sum of ethics is an ethical value that everyone recognizes; is also described as a specific way of self-education, regulation and management of human existence.

Morality refers to the unwritten but "golden rules" of human behavior, communication, and relationships that are accepted and supported by society. in a system of rules of conduct that regulates the treatment of others. "

III. Raising children in single-parent families as full members of the community in preparing them for social life:

In preparing children for social life in single-parent families, it is important to develop the skills and abilities to actively participate in the life (activity) of the educational institution. Every person has a natural desire for the environment in which he lives. After all, this family is the main, the first stage of an individual's life. How a person is formed in this place determines the direction of his future life path for him. Therefore, the formation of a warm, affectionate attitude towards the environment in which they live in single-parent

families is one of the important tasks facing the members of this family in the presence of a single mother or father.

At the same time, the theoretical significance of practical pedagogical activity aimed at forming a positive attitude to the educational institution in the preparation of children for social life in single-parent families is discussed.

The following are the main directions in the formation of a positive attitude to the educational institution in the preparation of children for social life in single-parent families:

- 1) Achieving acceptance of children from single-parent families as "happy families";
- 2) Formation in children of affection for family members;
- 3) Make them feel free and comfortable in a non-family environment;
- 4) Prevent children from being intolerant of their families in preparing them for social life in single-parent families.

IV. Forming a rational attitude to nature (material existence) in preparing children for social life in single-parent families:

The inculcation of ecological ideas in the content of socio-moral education, the organization of spiritual and moral, labor, mental, physical, legal, economic and aesthetic education on the basis of strong interconnectedness and unity remains a social necessity and a requirement of the time "[7. B.266]. At the same time, the protection of nature is one of the most important tasks facing humanity, overcoming environmental problems that threaten the lives of not only humanity, but all living things on earth.

Educator F. Berdanova believes that in the research work on the example of the family, a person with an ecological culture should be able to reflect the following knowledge, skills and abilities:

1. Awareness of environmental knowledge.

2. To have an idea about changes in nature and the environment, its causes and consequences.
3. Awareness of the damage caused to nature and the environment by human activities and a sense of combating them.
4. Acquisition of skills and competencies in the organization of environmental activities.
5. Active participation in the process of social and practical activities aimed at ensuring the protection of nature and the environment.

V. Preparation for the organization of social relations in single-parent families:

Such efforts to prepare children for social life in single-parent families to participate in the organization of life (activity) of the educational institution have a positive effect.

The importance of the concepts of "neighbor", "neighbor-neighbor" and "neighbor-neighbor" in the formation of skills and abilities of children in fragile families to have a sincere relationship with neighbors, to achieve mutual peace and harmony. The Explanatory Dictionary of the Uzbek Language states that these concepts have the following meanings: "neighbor", "neighbor" - people living in close proximity to each other, neighbors; people, families, apartments whose houses, courtyards are adjacent or close to each other; "Neighborhood", "neighborhood" - the relationship between neighbors, the relationship between neighbors.

Therefore, the preparation of children for social life in disadvantaged families should be reflected as a specific direction of the spiritual and educational work organized in the educational institution, teaching them to behave properly with their neighbors.

National spiritual values and the ideas put forward in them were widely used in the formation of children's skills of positive attitude towards their neighbors in the conduct of experimental work.

VI. Ensuring that children in disadvantaged families achieve mental stability:

Mental stability is the constant feeling of bad mood, depression, lack of self-confidence and self-confidence, complaining about life, disliking others, looking at them with hatred, thinking only of oneself and one's own interests in all situations, not saying words of encouragement to anyone. not helping the needy, seeing oneself as a humiliated person, constantly repeating that one is unlucky, unhappy, selfish, arrogant, extremely careless, inactive, lazy, procrastinating, petty or looking for evil in every event and thing, constant suspicion, panic, means getting rid of situations like living. In preparing children for social life in disadvantaged families, being able to protect them from such negative situations helps to prepare them effectively for social life.

VII. Developing healthy lifestyle skills in single-parent families:

In effective preparation of children for social life in single-parent families, it is important for them to acquire healthy lifestyle skills. Let's find out what the concept of "healthy lifestyle" means.

The study of the sources revealed that although the authors had different approaches to interpreting the content of the concept of "healthy lifestyle", but each individual approach served to reflect the general essence. In particular, a healthy lifestyle was decided by F. Yuldashev on the basis of "methods and types of life activities that are inherent in the existing socio-economic system of society, strengthening the body's ability to adapt, full fulfillment of social functions by the individual, as well as its longevity." According to A.B.Isimova, a healthy lifestyle is "a way of life based on the acquisition of skills to ensure the safety of human life and health and to achieve a high level of health."

K. Alikulov notes that the approach to society or the individual should be taken into account in explaining the essence of the concept of "healthy lifestyle". The author describes a healthy lifestyle in relation to society: "the content of social relations and activities that take precedence in a particular society and are based on advanced, progressive and creative ideas"; to the individual: "the content of the activity carried out by the individual for the protection of his health, as well as for social, spiritual, moral and physical development."

VIII. Preparing children for the organization of labor and professional activities in single-parent families:

In the preparation of children for social life in single-parent families in the following processes were directly involved in hashars:

- 1) In the organization of landscaping works on the territory of the family, mahalla;
- 2) In the current and capital repairs of the rooms of the house;
- 3) When cleaning the territory of the family;
- 4) In the repair of fiction and educational literature that has become obsolete in the information resource center;
- 5) When carrying out beautification works in an educational institution within the framework of a nationwide hashar;
- 6) In the organization of mass labor activity in the territory of the mahalla;

IX. Preparing children for family life in single-parent families:

In socializing children in disadvantaged families, it is important to prepare them for family life. Without a parent, without their affection, as well as in a non-family environment, most of their children are more likely to form misconceptions about family life. It is extremely expedient to organize educational activities aimed at overcoming the situation, creating positive perceptions and

perceptions about the family and the family environment. Educational activity can give the expected result only if it is organized in a systematic, consistent, continuous and goal-oriented way.

In short, the new tradition of effectively preparing children for social life shows that the wrong family is settling down. It was also determined to take into account the objective and subjective factors in the preparation of children from disadvantaged families for social life, and identified the factors influencing this process and their impact.

The study identified the need for family and school collaboration as an important task in preparing children for social life. A model for integrating the joint activities of the disadvantaged family and the school has been developed. The proposed model has an invariant structural basis, based on the fact that at all stages it can be implemented in relation to the specifics of the family (composition, social status, educational opportunities).

REFERENCES:

- 1) The idea of national independence: basic concepts and principles. - T.: Uzbekistan, (2000), p. Decree No. PF-4947 "On the Strategy of Action". - Collection of Legislation of the Republic of Uzbekistan, 2017, No. 6, Article 70.
- 2) Alisher Navoi. (2013). Mahbub ul-qulub // Works. 15 volumes. Volume 13 - T.: G'afur G'ulom, - 69-232-b.
- 3) Shoumarov GB, Shoumarov Sh.B "Love and family" (1994). T.: Ibn Sino 120-bet.
- 4) Musurmonov R., Qahhorova F. (2007). Scientific and practical bases of the organization of experimental work. - T.: Fan. - 58 b.
- 5) Mardonov Sh.Q. (2006). Training and retraining of teachers on the basis of new educational values. - T.: Fan, 232 p.

- 6) Munavvarov A.K. (1994). Family pedagogy.- T.: Teacher. – 345 p.
- 7) Bojovich L.I. (2008). Lichnost i ee formirovanie v detskom vozraste. - SPb.: Peter, 400 p.
- 8) Boboeva D.R. (2001). Developing Connected Speech in Preschool Older Children in Environmental Studies: Ped.fanl.nomz. ... Diss. avtoref. - T.: - 25 b.
- 9) Abdukarimov X. (1997). Professionalnoe vospitanie lichnosti uchitelya v protsesse nepreryvnogo pedagogicheskogo obrazovaniya: Avtoref. diss. ... Ph.D. ped. nauk. - T. - 46 s.
- 10) The organization of patronage education in Uzbekistan and its analysis - T.: Republican Center for Children's Social Adaptation, (2007). - 59 b.
- 11) Askarova O.M. (2010). Opportunities to prepare orphans for social life in the educational process and spiritual-enlightenment activities / methodical manual.- Namangan.45p.