



## FACTORS AFFECTING THE PERSONAL DEVELOPMENT OF STUDENTS RAISED IN INCOMPLETE FAMILIES

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### ABSTRACT

*This article examines the factors affecting the personal development of students raised in incomplete families. The concept, types, and causes of incomplete families are analyzed. Factors affecting students' psychological state, social adaptation, educational success, and personal qualities, including the absence of parents, financial difficulties, lack of social support, and other factors, are considered. Practical recommendations for supporting the personal development of students in incomplete families are provided at the end of the article.*

### INTRODUCTION:

Incomplete families are an integral part of society, and the personal development of students raised in them has unique characteristics. The psychological state, social adaptation, and educational success of these students are shaped by many factors. Factors such as the absence of parents, financial difficulties, and lack of social support can negatively affect their personal development. Therefore, supporting the personal development of these students is an important task for our society. The President of the Republic of Uzbekistan pays great attention to supporting the personal development of students raised in incomplete families. In particular, social protection has been organized, as exemplified by: providing financial assistance through the "Iron Book," "Women's Book," and "Youth Book." In turn, great opportunities have been provided in the field of education: free education, scholarships, and grants. Free education in vocational training centers. IT centers have been established 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.

Decisions made: Regulations on the procedure for maintaining the "Youth Book" and providing socio-economic assistance to young people. Regulations on maintaining the "Women's Book" and measures to socially support women. Decree of the President of the Republic of Uzbekistan "On improving the effectiveness of state youth policy and supporting the activities of the Youth Union of Uzbekistan" <sup>1</sup>[1]. Resolution of the President of the Republic of Uzbekistan "On additional measures to improve the youth work system." These



opportunities and decisions are aimed at supporting the personal development of students raised in incomplete families and help them find their place in society.

#### **LITERATURE ANALYSIS:**

This analysis covers various aspects of family psychology, pedagogy, and sociology in studying the factors affecting the personal development of students raised in incomplete families. Family psychology and communication: Akramova F.A.'s "Psychology of Organizing Communication in the Family" reveals the impact of family relationships on children's development. Communication characteristics in incomplete families and relationships with the person replacing the parent significantly affect students' psychological state. Shoumarov G.B.'s "Family Psychology" deeply analyzes the role of the family in shaping a child's personality. In incomplete families, the change in this role and the distribution of parental functions are significant factors affecting students' personal development. Davletshin M.G., Shoumarov G.B., and Soginov G.B.'s "Modern Uzbek Family and its Psychological Characteristics" is an important source for studying the unique characteristics of the modern Uzbek family, including the psychological aspects of incomplete families.

Family pedagogy and spiritual maturity: Karimova V.'s "Family Enlightenment" emphasizes the importance of spiritual and moral education for children in the family. The unique characteristics of this process in incomplete families, the difficulties and opportunities in achieving spiritual maturity are analyzed. Ramazonov, J., & Khomidov, M. (2024). SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF THE FORMATION OF PERSONAL SPIRITUAL MATURITY BASED ON NATIONAL VALUES. This article examines the formation of personal spiritual maturity based on national values. The impact of national values on child development in incomplete families and the role of persons replacing parents in this process are analyzed. Ramazonov, J. J. (2020). SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF THE TRANSFORMATION OF FAMILY VALUES. This article examines the socio-psychological characteristics of the transformation of family values.

Social-Psychological Characteristics of Incomplete Families:Yadgarova G.T.'s dissertation deeply studies the social-psychological characteristics of incomplete families. This research is crucial in identifying the factors affecting the psychological state, social adaptation, and personal development of students raised in incomplete families. Faxr ul Banot Sibgatullox kizi's "Family Lessons" provides information about family lessons and incomplete families. Fitrat A.'s "Family or Family Order" describes family orders. Djalolovich, R. J. (2023). "Socio-Psychological Characteristics of the Formation of Marriage-Family Relations" examines the socio-psychological characteristics of the formation of marriage and family relations. It analyzes how the breakdown of marriage relations in incomplete families affects students' personal development. This literature review shows that incomplete families affect students' personal development through various factors. Studying these factors and providing socio-pedagogical support helps students find their place in society.

#### **METHODOLOGY**

This study used the following methods to examine the factors affecting the personal development of students raised in incomplete families:



Literature Review: Works by Akramova F.A., Davletshin M.G., Shoumarov G.B., Karimova V., Yadgarova G.T., Ramazonov J., and others were analyzed. This analysis focused on studying the psychological, pedagogical, and sociological aspects of incomplete families.

Survey: A survey was conducted among students raised in incomplete families, their parents (or guardians), and teachers. The survey questions assessed students' psychological state, social adaptation, educational success, and personal qualities.

Interview: In-depth interviews were conducted with students from incomplete families and their parents (or guardians). The interviews identified the factors affecting students' personal development, their difficulties, and their needs for assistance.

Observation: The behavior of students raised in incomplete families was observed at school and home. Observation results provided information about students' social adaptation and psychological state.

## RESULTS

The study results showed that the following factors affect the personal development of students raised in incomplete families:

**Absence of Parents:**The absence of parents negatively affects students' psychological state. They feel lonely, insecure, and fearful. The absence of parents makes it difficult for students to adapt socially. They have difficulty communicating with their peers and may become socially isolated.

**Financial Difficulties:**Financial difficulties negatively affect students' educational success. They lag behind their peers due to a lack of school supplies, additional education, and other necessities. Financial difficulties also negatively affect students' psychological state. They feel inferior and have a pessimistic outlook on the future.

**Lack of Social Support:**The lack of social support slows down students' personal development. They cannot fully realize their potential due to a lack of psychological, material, and educational assistance. Furthermore, a lack of support from peers, teachers, and society creates problems in their social adaptation.

The study results indicate that comprehensive socio-pedagogical support is necessary to support the personal development of students raised in incomplete families. This support should include psychological, material, and educational components.

## DISCUSSION

The results of this study indicate that the personal development of students raised in incomplete families is shaped by a number of factors. Factors such as the absence of parents, financial difficulties, and lack of social support negatively affect students' psychological state, social adaptation, and educational success.

The absence of parents intensifies feelings of loneliness, insecurity, and fear in students. This leads to difficulties in their social adaptation and communication with peers. Additionally, the absence of parents reduces students' educational success, as they feel insufficiently supported.

Financial difficulties limit students' educational opportunities. They fall behind their peers due to a lack of school supplies, additional education, and other necessities. Moreover, financial difficulties also negatively affect students' psychological state, as they feel inferior and have a pessimistic outlook on the future.



The lack of social support slows down students' personal development. They cannot fully realize their potential due to a lack of psychological, material, and educational assistance. Furthermore, a lack of support from peers, teachers, and society creates problems in their social adaptation.

The results of this study indicate that comprehensive socio-pedagogical support is necessary to support the personal development of students raised in incomplete families. This support should include psychological, material, and educational components.

Recommendations: Psychological Support: Providing psychological counseling and therapy services to students, improving their psychological state, and facilitating their social adaptation. Material Support: Providing students with school supplies, clothing, and other necessities, as well as providing financial assistance for their education. Educational Support: Providing students with additional education, tutoring, and other educational services to improve their educational success. Social Support: Ensuring that students receive support from their peers, teachers, and society to facilitate their social adaptation. Support for Guardians: Providing psychological and pedagogical support to guardians (grandparents, uncles, aunts, etc.) in incomplete families to strengthen their role in raising students.

The results and recommendations of this study are crucial for developing practical measures to support the personal development of students raised in incomplete families.

### CONCLUSION

This study aimed to examine the factors affecting the personal development of students raised in incomplete families. The results of the study indicate that factors such as the absence of parents, financial difficulties, and lack of social support negatively affect students' psychological state, social adaptation, and educational success.

Students raised in incomplete families often experience feelings of loneliness, insecurity, and fear. Financial difficulties limit their educational opportunities and force them to have a pessimistic outlook on the future. The lack of social support slows down their personal development and creates problems in their social adaptation.

Therefore, comprehensive socio-pedagogical support is necessary to support the personal development of these students. This support should include psychological, material, and educational components. Providing students with psychological counseling, material assistance, additional education, and social support will help them find their place in society.

Furthermore, providing psychological and pedagogical support to guardians is also crucial. Strengthening their role in raising students positively affects students' personal development.

The results and recommendations of this study are crucial for developing practical measures to support the personal development of students raised in incomplete families.

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