



EDUCATIONAL PROBLEMS OF CHILDREN WHOSE PARENTS HAVE LEFT FOR LABOR MIGRATION

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ABSTRACT

This article analyzes the educational problems of children whose parents have left for labor migration. The negative impact of factors such as deprivation of parental love and upbringing, psychological difficulties, problems with material support, and decreased motivation to study on children's education is studied. Also, ways to eliminate these problems, mechanisms for providing psychological and social support to children, and practical recommendations for improving the quality of education are given.

KEYWORDS

Labor migration, children's education, psychological problems, social adaptation, quality of education, parenting, material support, motivation, support mechanisms.

INTRODUCTION

In the current era of globalization, labor migration has become a widespread social phenomenon. Many families are forced to leave for work in other countries in order to improve their economic situation. This, in turn, has a serious impact on the lives and upbringing of children who are away from their parents. In particular, the loss of parental love and control causes a number of problems in children's education. Studying these problems, finding solutions to them, and improving the quality of children's education are urgent tasks.

The intensification of globalization processes has made labor migration a pressing issue in Uzbekistan. The departure of parents abroad in the pursuit of improving the economic situation of families is reflected in the upbringing and education of children, in particular, in the education system of Uzbekistan. Children in such families are often deprived of sufficient attention and care from caregivers, which negatively affects their mental state and studies, as well as their place in the education system of Uzbekistan. According to preliminary data from UzStat, the population of Uzbekistan in October 2023 was 36.6 million people. In January-September 2023, 14,666 people left the country for permanent residence. As of September 1, 2023, the number of Uzbek migrants working abroad reached 2.1 million. Most of them work in Russia (62%, 1.3 million people), Kazakhstan (11%, 223 thousand people), Turkey (6%, 113.1 thousand people), South Korea (3%, 66.8 thousand people) and other countries (18%, 379.9 thousand people). 24.6% (521.8 thousand) of migrants are women and 75.4% (1.596 million) are men [1]. Children whose parents have migrated face the following problems in the Uzbek education system:

- Psychological difficulties and adaptation to the educational process: The lack of parental love and constant attention causes children to feel depressed, anxious, and lonely. This leads to difficulties in concentrating, reducing their motivation to study, falling behind in classes, and adapting to the school community. According to the Republican Center for Social Adaptation of



Children, more than 30% of children whose parents are migrants need psychological help. This is a big problem for the education system of Uzbekistan.

- **Inadequate upbringing and relations in educational institutions:** In the absence of parents, children often remain under the supervision of relatives or guardians. However, they cannot always be as responsible and caring as parents. This leads to gaps in children's education, negative changes in their behavior, and problems in relationships with teachers and other students in educational institutions.
- **Financial problems and educational opportunities:** Although parents migrate to earn money, children may sometimes face financial difficulties due to interruptions in remittances or other reasons. This situation limits their ability to meet their school supplies, clothing, and other needs, deprives them of additional educational opportunities (tutoring, clubs, etc.), and dampens their interest in studying.
- **Social adaptation difficulties and educational environment:** The absence of parents can also affect children's relationships with peers and their adaptation to the educational environment. They may feel lonely, have difficulty integrating into the community, and as a result, lose their self-confidence. This negatively affects their place in the Uzbek education system.

To address these issues, the Uzbek education system is taking steps to improve mechanisms for providing psychological and social support to children, improve the quality of education, facilitate regular contact with parents, and encourage their return to their families. In particular, as the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted at the 72nd session of the UN, "The future and well-being of our planet depend on what kind of people our children grow up to be. Creating the necessary conditions for the development of our youth is our main task" [2]. Indeed, the first legislative act signed by President Shavkat Mirziyoyev was the "Law on State Policy on Youth" of September 14, 2016 [3]. The main directions of youth policy are: Increasing the legal literacy of young people, ensuring their active participation in building a democratic society and developing civil society. Educating highly spiritual, independent-minded, decisive life positions, broad-minded and deeply educated, patriotic young people, protecting them from the influence of various harmful ideas. Ensuring social protection and employment: Comprehensive support for talented young people, creating conditions for the realization of their creative and intellectual potential. Widely involving young people in physical education and sports, promoting a healthy lifestyle. Prevention of delinquency and crime among minors and young people. Effective use of social networks and information and communication technologies in raising a healthy generation.

In conclusion, parental labor migration negatively affects the psychological state of children and prevents them from adapting to the educational process. To address these problems, the Government of Uzbekistan is taking measures to improve the education system, develop mechanisms for providing psychological and social support to children, strengthen communication with parents, and reunite families.

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