



## SCIENTIFIC RESEARCH OF UZBEK SCHOLARS ON THE ISSUE OF EARLY MARRIAGE OF GIRLS

<https://doi.org/10.5281/zenodo.18173688>

**Sodiqova Gulbarno Odiljon qizi**

*Senior Lecturer at the Department of Psychology of Religion and Pedagogy,  
International Islamic Academy of Uzbekistan, Doctor of Philosophy (PhD) in Psychology*

**ABSTRACT:** *Early marriage of girls remains a pressing social and educational issue in many developing societies, including Uzbekistan. This article analyzes the scientific research conducted by Uzbek scholars on early marriage from social, pedagogical, psychological, and gender perspectives. The study highlights theoretical approaches used by national researchers and examines key social and pedagogical factors contributing to early marriage. The findings emphasize the importance of education, family-school cooperation, and social-pedagogical prevention in addressing the problem. The article provides a theoretical foundation for developing effective strategies aimed at protecting girls' rights and ensuring their holistic development.*

**KEYWORDS:** *early marriage, girls, social pedagogy, Uzbek scholars, education, gender equality*

### INTRODUCTION

Early marriage of girls is recognized as a violation of children's rights and a barrier to sustainable social development. In Uzbekistan, this issue has attracted increasing attention from scholars in pedagogy, sociology, psychology, and law. Uzbek researchers emphasize that early marriage is not merely a private family matter but a socially conditioned phenomenon influenced by cultural traditions, economic challenges, and insufficient educational awareness (Mahmudova, 2020). From a social-pedagogical perspective, early marriage disrupts girls' education, limits their social participation, and negatively affects their personal development.

### Social and Pedagogical Interpretation of Early Marriage

In the works of Uzbek social pedagogues, early marriage is interpreted as a consequence of weakened social institutions and limited preventive educational work. Abdurakhmonov (2019) views early marriage as a result of insufficient integration between family upbringing and institutional education. According to the scholar, when schools fail to fulfill their social-pedagogical functions, girls become more vulnerable to early marriage.

Uzbek researchers argue that social pedagogy should focus on creating protective educational environments that support girls' continuous learning and



socialization. From this theoretical standpoint, early marriage is seen as an indicator of gaps in social-pedagogical support systems rather than an isolated cultural practice (Nurmatova, 2018).

## **Social Factors in Uzbek Scholarly Research**

Several Uzbek scholars analyze the social causes of early marriage in detail. Mahmudova (2020) identifies traditional stereotypes, economic vulnerability of families, and low parental pedagogical culture as key determinants. Her research highlights that in families where education is not considered a long-term value for girls, early marriage becomes a socially acceptable solution.

Similarly, Qodirova (2020) emphasizes that the lack of awareness about girls' legal and educational rights contributes significantly to early marriage. She argues that social norms prioritizing marriage over education for girls continue to influence parental decisions, especially in rural areas.

## **Gender and Educational Perspectives**

Gender-related aspects of early marriage are widely discussed in the studies of Ismoilova (2021). She argues that early marriage reflects persistent gender inequality in access to education and social opportunities. According to her research, restricting girls' education reinforces traditional gender roles and limits their participation in social and economic life.

Ismoilova (2021) emphasizes that education functions as a transformative

tool capable of changing gender perceptions. From a pedagogical point of view, schools must adopt gender-sensitive approaches that promote equality and empower girls to make informed life choices.

## **Psychological and Developmental Consequences**

The psychological dimension of early marriage is explored in the works of Karimova (2017). Her studies indicate that early marriage often leads to emotional stress, difficulties in social adaptation, and limited self-realization among girls. Karimova underlines that adolescents who enter marriage prematurely are often unprepared for adult responsibilities, which negatively affects their mental well-being.

These findings support the need for preventive psychological and pedagogical interventions within schools. According to Karimova (2017), school psychologists and social pedagogues play a crucial role in identifying at-risk girls and providing timely counseling.

## **Preventive Role of Social Pedagogy**

Preventive strategies occupy a central place in Uzbek scholarly research on early marriage. Yusupova (2022) focuses on pedagogical prevention and proposes a system of social-pedagogical measures, including educational trainings, individual counseling, and community outreach programs. Her research demonstrates that systematic preventive work significantly reduces positive



attitudes toward early marriage among adolescents.

Yusupova (2022) also stresses the importance of cooperation between educational institutions, families, and local communities. Such cooperation strengthens social responsibility and promotes a shared commitment to protecting girls' rights.

## CONCLUSION

The scientific research of Uzbek scholars presents early marriage of girls as a complex social and pedagogical problem rooted in cultural traditions, gender inequality, and insufficient educational support. From a theoretical perspective, early marriage is viewed as a consequence of weakened social-

pedagogical mechanisms and limited access to quality education.

Uzbek researchers unanimously emphasize that effective prevention requires strengthening the education system, improving parental pedagogical culture, and expanding social-pedagogical interventions. Education is identified as a key protective factor that empowers girls, promotes gender equality, and supports sustainable social development. The theoretical insights provided by Uzbek scholars form a solid foundation for future research and policy development aimed at eliminating early marriage and ensuring girls' full participation in society.

## REFERENCES:

1. UNICEF. (2021). *Child Marriage: Latest Trends and Future Prospects*. New York: UNICEF.
2. United Nations Children's Fund. (2020). *Ending Child Marriage: A Profile of Progress*. New York: UNICEF.
3. Girls Not Brides. (2019). *Child Marriage and Education: The Impact of Marriage on Girls' Schooling*. London.
4. Parsons, J., Edmeades, J., Kes, A., Petroni, S., Sexton, M., & Wodon, Q. (2015). *Economic Impacts of Child Marriage: A Review of the Literature*. The Review of Faith & International Affairs, 13(3), 12–22.
5. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
6. Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
7. LeVine, R. A., & LeVine, S. (2012). *Do Parents Matter? Why Japanese Babies Sleep Soundly, Mexican Siblings Don't Fight, and American Families Should Just Relax*. New York: PublicAffairs.
8. UNESCO. (2018). *Global Education Monitoring Report: Gender Review*. Paris: UNESCO.



9. Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge, MA: Harvard University Press.
10. Save the Children. (2017). *Every Last Girl: Free to Live, Free to Learn, Free from Harm*. London.
11. Montgomery, H. (2009). *An Introduction to Childhood: Anthropological Perspectives on Children's Lives*. Oxford: Wiley-Blackwell.
12. Plan International. (2020). *Break the Barriers: Girls' Education and Early Marriage*. London.