

INFLUENCE OF FAMILY RELATIONSHIPS ON CHILD PSYCHOLOGICAL DEVELOPMENT

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Abstract:

In this article, the influence of family relationships on the child's mental development, child upbringing in the family, factors influencing the child's development, and every relationship in the family leaves its mark on the child's upbringing.

Keywords: psychological process, intellect, environment, family, child, teacher, parent.

Аннотация:

В данной статье влияние семейных отношений на психическое развитие ребенка, воспитание ребенка в семье, факторы, влияющие на развитие ребенка, и каждое отношение в семье накладывает свой отпечаток на воспитание ребенка.

Ключевые слова: психологический процесс, интеллект, среда, семья, ребенок, педагог, родитель.

Introduction

The family is the center of education that ensures the eternity of life, continuity of generations, preserves our sacred traditions, and at the same time, directly affects how future generations will grow up to be human beings.

Parents are the first example for a child in a family, a teacher. The knowledge that parents give to a child is primarily determined by the level of knowledge inherited and mastered by their offspring. The relationship between parents and children, the system of knowledge given to children is of great importance for the socialization of the child later. In this regard, according to A. Avloni, the social environment and family conditions are of great importance in the formation of moral qualities in children.

Literature Analysis and Research Methodology

A. Avloni touched on the formation of a child as a person, emphasizing the role of the family in child education, saying, "What he sees in the bird's nest, he does." "Human wealth is worthy. If he gets a good upbringing, avoids bad habits and grows up accustomed to good habits, everyone will become a happy and acceptable person. first home education to the question. This is a mother's duty. Secondary school and madrasa education. "This is the duty of father, teacher, teacher and government"¹ - says.

E. Gozиеv approached this issue from an ethnopsychological point of view, "The essence, content, daily and future plans of upbringing in the Uzbek family: the choice of means of influencing children and their effective use have their own characteristics, because on its basis, the people "his mother is sleeping," he

¹ Авлоний Абдулла. Туркий Гулистон ёхуд ахлоқ. – Тошкент: Ўқитувчи, 1992 – 160 б.

writes. Therefore, it is necessary to recognize that the influence of folk traditions in the process of family education is of primary importance.

Every relationship in the family leaves its mark on the upbringing of the child. Therefore, every family should pay great attention to child education. Improper upbringing creates incompetent children. That is why the family is studied as a separate institution.

There are many factors of the family environment that affect the development of the child.

It can be said that various variables in complex relationships and interdependence have a certain influence on his mental development during his life. Among such factors, relationships within the family stand out, because the child's relationship with the outside world, other people, and himself consists of relationships with other important people. At primary school age, a child is exposed to targeted educational influence in two relational systems: "child - teacher", "child - father". According to many psychologists, these two relationship systems are the most important for a certain age.

According to V. N. Myasishchev, relations are understood as "a category of characteristics that manifest themselves selectively, differently, and sometimes even oppositely, and at the same time with sufficient stability.

Relationships arise from the process of interaction. Their relations are born and live in the interaction of people."

The study of the structure of family relations, despite the great interest of researchers, especially from a psychotherapeutic point of view, is associated with a number of difficulties related to the hiddenness of such a structure from external observation and the fact that criteria have not been developed that allow to distinguish the breakdown of family relations from their "norm".

Feedback and Suggestions

G.S. Kocharyan, AS. According to Kocharyan, "a new understanding of the norm is being formed - the norm of a healthy family, which consists of the integration of physiological, psychological and social norms." Due to the clear interactive aspect, the norm of a healthy family often becomes the norm of mutual compatibility, and in these cases therapy is related to the "adjustment" of spouses to each other (psychological, sexual, etc.)."².

If the above-mentioned authors are based on the function of the family as a social institution in the formation of family relationships, then the representatives of family therapy are "we" to each family member with an abnormal structure without destroying themselves. to be a part of" they focus on how to help.

A family is a natural group in which stereotypes of mutual relations appear over time, these stereotypes create a family structure that creates the activities of family members, defines the scope of their behavior and facilitates interaction between them. .

Based on the information given above, we can conclude that in a modern family, relations between spouses (family relations), relations between parents and children are the main ones, and two components of such relations can be distinguished:ota-onalarning bolalarga bo'lgan munosabati (matnda bundan keyin ota-ona munosabatlari deb ataladi) va bolalarning ota-onalarga bo'lgan

² Кочарян Г. С, Кочарян А. С. Психотерапия сексуальных расстройств и супружеских конфликтов. - М., 1994.

munosabati (matnda bundan keyin bola-ota-ona munosabatlari deb ataladi) va bolalar o'rtasidagi the relationship of parents to children (hereinafter referred to as parental relationship) and the relationship of children to parents (hereinafter referred to as child-parent relationship) and the relationship between children (child- child relations), without being directly included in the "inner part" of the family system, it is also impossible to exclude relations with ancestors, which have a significant impact on it.

It can be said that the benevolent relationship between spouses based on love and mutual respect, combined with the social orientation of the family, creates a sense of psychological comfort and security in social relations in the child.

In addition, the quality of the marital relationship affects the performance of the spouses' parental responsibilities.

Thus, according to P. K. Kerig, "parents who are satisfied with their marriage show more warmth towards their children, use more expressive and non-directive speech, which in turn instills warmth and affection in the child"³. The results of his research show the connection between the gender of the parents and the gender of the child. Unsatisfied fathers guide their children more than mothers. Children of the opposite sex were more oriented and less responsive to the interview than fathers who were not satisfied with the marriage. If the gender of the father who was not satisfied with the marriage matched the gender of the child, he was less directive and more sensitive.

The cognitive component is understood as a parent's idea about the character, needs, interests, and values of their child. This view may or may not be true. Correct understanding of the child is the most complete and objective knowledge of the child's mental and characterological features, interests, hobbies, inclinations, taking into account the child's personality.

A child's misunderstanding is different. The child may be given a disability, his psychophysical data may not be sufficiently assessed (possibility limited); imposing on the child the role of "little ones", ideas about his helplessness, dependence, the impossibility of living without parents (infantilization); associating the child with social helplessness, constantly worrying about the child's future, not believing in his future, lowering the child's status among peers, representing the child with bad tendencies (social handicapping).

Behavioral component of parental relations is the way of managing the child, forms of control and directions. The influence of behavior on the child can be of different degrees: from the dominance of the parents to the autonomy of the child - the absence of influence.

Between the two extremes of dominance-autonomy are parent cooperation with the child and coddling the child.⁴

In conclusion, it can be said that despite many studies on parental relationships and their impact on various aspects of child development, some issues remain unresolved.

³ Кериг П. К. Семейный контекст: удовлетворенность супружеством, родительский стиль и поведение детей // Вопросы психологии.- 1990. - № 1. - С. 158-164.

⁴ Варга А. Я. Структура и типы родительского отношения; Дисс. ...канд. психол. наук. - М., 1986.

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