

PSYCHOLOGICAL CHARACTERISTICS OF PARENT-CHILD RELATIONSHIPS

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Annotation: This article discusses the family environment, the parents' attitude towards the child, the factors that influence the formation of the child as a person, and various methods of upbringing.

Keywords: Family, upbringing, protection, hyperprotection, emotional rejection, psychological environment, communication.

Аннотация: В статье рассматриваются семейная среда, отношение родителей к ребёнку, факторы, влияющие на формирование личности ребёнка, и различные методы воспитания.

Ключевые слова: Семья, воспитание, защита, гиперпротекция, эмоциональное отвержение, психологическая среда, общение.

Family is the smallest but most important social unit of society. The family environment, the attitude of parents to the child are of decisive importance in the formation of the child as a person. Psychological research shows that children who grow up in a healthy family environment grow up to be self-confident, independent and socially active. Therefore, studying the psychological relationship between parents and children is important not only for family well-being, but also for the development of society.

As is known, the primary focus of social education is the family, and it is the father and mother who instill the first social skills in the child's mind, who strengthen his will. Family relationships help the child not only to realize his identity as a person, but also to perceive himself as a representative of a particular gender and improve his personal qualities. Our observations have proven that a complete family, that is, a family where both father and mother live in peace and harmony, and where there are normal human relations and a healthy spiritual environment, allows the child to develop well in all aspects, to grow up healthy, intelligent, and strong-willed. The need for a child to have both a father and a mother is explained by the fact that, for example, a girl, looking at her mother and her behavior in the family, in addition to realizing that she belongs to the female gender, imagines what kind of mother she will be in the future, and, looking at her attitude towards her father and her mother, she realizes what kind of family head she should be when she starts a family in the future. Similarly, as a boy learns about his mother's qualities, her family's behavior, and her relationship with her father, he learns what kind of girl he can marry in the future, what qualities the girl he chooses should have, and, depending on his father and his position in the family, he imagines himself as a man in the future, and how he should treat his spouse. This is a psychological law and is the leading principle of the personal and sexual socialization of a person in the family. Therefore, in order for a child to receive a good upbringing in the true sense of the word and to have a worthy position in society and family relations, it is extremely important that the family environment is healthy, stable, and that the husband and wife are caring, loving, and faithful to each other.

The family, interpersonal relationships in it, the relationship between husband and wife, and parents and children, have been the object and subject of many studies.

In particular, the problem of parental attitudes and their methods of raising children is noted in the works of a number of Russian researchers (A.E. Lichko, 1979; A.A. Bodalev, A.A. Stolin, 1989; E.G. Eydemiller, V.V. Yustitsky, 1999). The most important qualities of parenting include, first of all, protection or the criterion of effort, time and attention spent on raising children, the degree of satisfaction of the child's various needs, the level of requirements associated with discipline, the system of prohibitions or sanctions used to restrain the child's behavior.

In families, it is possible to distinguish different methods of raising children by parents:

Hyperprotection - excessive attention of parents to their children, which is manifested in their sparing of effort, time and attention for raising children. Parents turn this work into a way of life, that is, for both the mother and the father, raising a child becomes a meaningful part of life.

Hyperprotection - the desire of parents to blindly satisfy all the desires, wishes and needs of the child, without criticism or consideration; actions aimed at protecting the child from any difficulties and obstacles, fulfilling all his desires on time, pampering, rejoicing in his simple achievements, not noticing his mistakes. Those who "give their lives for their child" usually do not realize that they are doing harm to their children without knowing it, as a result, the child becomes a man who is impatient, unable to control himself among many people, feels helpless in the ups and downs of life, a manly, a manly person. Especially when the child reaches adolescence, because he is a manly, a manly person, he wants to do what everyone says even among his friends and peers, and wants to demonstrate his aspiration for leadership, but on the other hand, in reality he does not have such qualities. The fact is that in such cases, parents want to realize their previously unfulfilled dreams in the person of their offspring, and their upbringing methods are aimed at this, but the child begins to feel helpless in many ways later when he finds himself in various situations in the social environment.

Hyperprotection, which prevails over care, means that parents pay attention to their child by controlling his every step and behavior, rather than pampering him. Therefore, this upbringing method contains a lot of various prohibitions and restrictions ("it is impossible", "this is impossible"). A child who grows up in such conditions is usually not able to think independently, make independent decisions, but grows up easily angry, dissatisfied with many things, because he gets used to constant control, to someone else showing and telling him all the directions: he cannot prepare a lesson without his mother, he cannot go out without his father, he gets used to the intervention of adults in all his affairs.

Extremely strong moral responsibility - in this case, the level of demands on the child by the parents is high, but his true desires and needs are not taken into account. Parents, thinking about the future of their child and feeling responsible for his behavior, try to create a person of their own imagination, to form a personality, sometimes under control, demands and tasks are given that contradict the child's age, mental or physical capabilities. For example, "you are the eldest, you should take care of your siblings," meaning that he is also given responsible and difficult tasks, such as caring for younger members of the family or a sick family member.

Emotional rejection – in this case, parents raise their child in such a way that he is a burden and a burden in his parents' life, and that without him, the parents' life would be different. If this child is not the only one in the family, but another, less beloved person, the situation becomes even more difficult, and such remarks as "if only you were not there..." or, looking at a girl, "if only there were a boy instead of you..." are often made.

Some parents try to hide the fact that they are rejecting their child emotionally, saying, "why don't you like the boy?" Despite the fact that the child is actually loved and needed, the child still feels that he is an unnecessary concern for his parents and decides to become independent

as soon as possible, leave them, and live separately. No matter how much the mother tries to artificially show her kindness, the child still feels in his heart that they are not sincere. Especially in cases where the child has separated from his father or has been abandoned by his father, such a mother's attitude is very difficult for the child.

Strictness - at first glance, it looks like emotional rejection, but it is more open and severe. Strictness can be in the form of direct beating, insulting, and belittling the child from a young age, or in the form of complete indifference to the child's needs, seemingly not noticing his existence. In both cases, the child thinks from a young age to grow up as soon as possible, to earn a living on his own, and to get rid of parental pressure. In such a family, it becomes a habit to punish a child for this or that behavior, adults do not know that the child obeys the parental order out of fear, and that this has bad consequences in the future, but even if they know, this method seems effective to them. Methods such as guilt, punishment due to guilt become a psychological factor controlling the child's behavior, and in the future he will always learn to look for the guilty.

At the same time, it is also important to establish the correct relationship between children in the family. In this regard, it is considered appropriate to take into account the sibling status of each child.

In psychological literature, sibling status is actually (in English sibling, sibs - means brothers and sisters in the same family) - a concept that expresses the formal difference between the birth of a particular person in a particular family, gender and birth means. The issue of the relationship between a child's sibling status and his/her personal characteristics is not fully resolved, that is, there is not enough clear scientific evidence. Nevertheless, many researchers (Richardson R., 1994; Driscoll R., Ixteyn D., 2003; Brazington R., 2003 and others) have studied the impact of a person's sibling status on his/her personality, marital and parental status, relationships with friends, and the nature of his/her interactions with management and colleagues at work. Empirical data suggest that there are four types of such relationships: firstborn, middle child, youngest, and only child.

The full acceptance of the norms of society by the growing generation, the growth of a good and necessary person of his time, directly depends on the correct relations that the family establishes with other formal educational institutions. The role of preschool educational institutions in the process of socialization is of particular importance. Because employees of preschool educational institutions communicate directly with the child's parents every day, and they perform two different functions, different from the school administration: official and informal. In addition, the educator himself is in two different positions in relation to the parents - as an official educator and as a sincere, attentive interlocutor. However, it is not so easy to coordinate the work of family members and employees of preschool educational institutions in the upbringing of one child, to achieve good results. Because only when both parties trust each other, can there be sincere communication between them and positive results in upbringing can be achieved.

A number of psychological principles of such a successful relationship can be distinguished:

- first of all, the educator should be able to show the parents their child only from the good side. That is, only if the image of the child in kindergarten is positive for the parents, they will bring their child from home in a good mood and, when returning home, will be able to say goodbye to the educator warmly, teaching the child to respect him and listen to what he says in the lessons. Otherwise, the parents may be offended and bring their child to kindergarten and teach him to be submissive to the rules of the preschool educational institution. So, the first principle is to be able to create a positive image of the child in the preschool educational institution for parents;

- educators of preschool educational institutions should be able to show the child's achievements, what knowledge, skills and abilities he has acquired in daily communication with parents. For example, he should be able to provide informal information about how he behaved in communication with peers, whether he has friends, how he was able to master the given poem or other task today, how he helped someone, what his sociometric status is. So, the principle of informing parents about the child's achievements strengthens the cooperation between parents and educators.

- The educator must be aware of the child's behavior and achievements or shortcomings at home. This is determined in the process of trust-based dialogue with parents. Because if the educator does not know how the child behaves at home, his habits and actions, he cannot organize the right pedagogical approach to him. That is, the third principle is to know the child's status in the family, at home.

Taking the above into account in the socialization of the child allows preschool educational institutions to work with the family under the single slogan "Let's learn together!" and achieve success. It should not be forgotten that the main interested party and the one who shows activity in this should be, first of all, parents.

In our country, normally developed children are attracted to preschool educational institutions and then to school, where it is well known that the effectiveness of education and upbringing depends on cooperation with the family.

A healthy psychological relationship between parents and a child is a spiritual connection based on love, understanding and trust. Each parent should deeply understand their place in the formation of their child as a person and establish sincere communication with him. After all, a healthy psychological environment created in the family is the solid foundation of the future society.

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