

Socio-Psychological Features of Relationships of Children and Their Parents

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ABSTRACT: This article discusses the social and psychological characteristics and characteristics of the relationship between children and parents.

KEYWORD: Family, cooperation, relationships, parenting, the role of family well-being.

Introduction: It is known that in the course of interaction with other people, mental development, socialization of the child, assimilation of a certain system of values, norms of national and universal culture takes place. Traditionally, the family is considered the main institution of education. The family can act as both a positive and a negative factor in upbringing. The formation of the child's personality is also influenced by the general atmosphere of the family: the forms and methods of interaction between adults and children that prevail in it.

Methods: Features of child-parent relationships, as a variety of interactions between parents and children, have been studied by many modern scientists: V.V. Abramenkova, G.S. Abramova, V.M. Darinskaya, V.N. Druzhinin, A.I. Zakharov, SV. Kovalev, L.V. Kulikov, E.A. Savina, E.O. Smirnova, A.S. Spivakovskaya, A.V. Suvorov and others.

Outstanding psychologist of the XX century. Vygotsky L.S. emphasized that the family is the very first and most important social environment for the child, in which conditions are created for the restructuring of hereditary experience in the course of family relationships.

The style of influence of parents can be different: intellectual-emotional, didactic, empathic, cooperative, directive and affective. All adaptation to the social world of the child occurs either indirectly through adults or in cooperation. In other words, parents either influence the child or interact with it.

G.S. Abramova. She distinguishes three types of cooperation between a child and an adult. The first type is situational. With such cooperation, an adult, as it were, creates an artificial barrier to the possible development of the child, limiting the sphere of interaction with him. The second type is operational. This type of cooperation focuses not only on the actual, but also on the potential personal capabilities of the child, but, nevertheless, the adult takes all the initiative in this interaction. The author called the third type of cooperation valued, when a child and an adult represent the highest value for one another.

The family, of course, plays a significant role in the development of the psycho-emotional sphere and personality of the child. Already in the works of L.S. Vygotsky, and later A.V. Zaporozhets shows the importance of adult authority for the development of the psycho-emotional and moral spheres of children.

The nature of the child's relationship with others, his behavior, affective reactions to successes and failures set him a standard not only for methods of action, but also for his emotional attitude to people and events, and serve as a role model.

The role of family well-being for normal mental development, including the development of the psycho-emotional sphere, has been repeatedly expressed in the works of psychologists. Of interest are the results of the dissertation research by I.M. A leaflet in which the influence of the child's subjective perception of the family situation on the ability of preschoolers to recognize emotions was found. The need to study parent-child relationships in the context of an incomplete family has been relevant, probably since the formation of the family as a social unit and the establishment of triangulation relationships as healthy mother-father-child relationships in a complete family.

In the study, the methods "Questionnaire of parental attitude" were used in order to determine the types of family education, as well as the projective method "Colorful houses" in order to identify the emotional preference and attitude of the child in his contacts.

Results and Discussion: As a result of comparing the indicators of the "Colorful Houses" methodology with the types of parental attitudes and relationships identified by the method of A.Ya. Varga and V.V. Stolin, it was found that the choice of "the central house for oneself" is combined with the type of "democratic", i.e. this indicates that parents adhere to "democratic" attitudes in their relations with children, giving them the opportunity to express their opinion, reckon with him, communicate on an equal footing, try to participate in his affairs, share and encourage his interests.

The relationship between the indicators of "locating a house for a friend" and the type of parental relationship "hyper-custody" can be interpreted as a situation in which the child feels a lack of parental attention, or vice versa - hyper-custody, the presence of a large interpersonal distance between parents and the child.

Thus, the use of the "Colorful houses" technique in the complex diagnostics of the emotional sphere provided certain information about the child's attitude towards family members. There were no significant differences in the features of the emotional attitude of boys and girls to their parents and other family members. From the data obtained, it can be seen that girls have a slightly higher emotional connection with their mothers and grandmothers than with their fathers and grandfathers. In boys, along with mothers, the presence of a father is also palpable in the emotional world.

Conclusion: According to the results of the study, we can conclude that when raising children, the attitudes and feelings of parents are more important than their theoretical training and methods and means of education, but it is no less important how the child perceives these methods and the attitude of parents towards him, and it is this perception that turns out to be decisive.

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