

FAMILY AS A SUBJECT OF PSYCHOCORRECTIVE INFLUENCE

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ABSTRACT

The article seeks to illustrate the functions, structure and the volatile character of family as a small social component of the society, and provides theoretical analysis for it. Additionally, it focuses on the issues of the leading role of the inadequate image of "We" in the system of a disharmonious family, which is the cause of disorders in the system of family interactions, the optimal methods of the psychological implementation of familial psychological correction.

Keywords

frigidity, mutual competition, formality in mutual relationships, personal attitudes, disruptions in the role expectations, functional, dysfunctional, interpersonal diagnosis, insight

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Introduction

Within the framework of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021 and the "Concept for Strengthening the Institution of the Family in the Republic of Uzbekistan", measures are being taken to improve the institutional and legal framework for strengthening and developing the family.

Literature Review

The theory of gender typologization, from the viewpoint of gender roles, have been analyzed in the works of Ch. Rycroft, V. Michelle, A. Bandura, O. Mower, J. Piaget, J. G. Mead, G. Rickwell, I. Hoffman, G. Brakewell, R. Stoller, D. Super.

The process of personal identification has been extensively studied from the viewpoint of the process of the formation of the subject in the family. In this respect, it is necessary to point out the studies of the thinkers of our republic on the topics of the psychology of family and personal relationships, the social and genetic factors in the development of the individual, such as M. G. Davletshin, M. V. Vohidov, V. A. Tokareva, E. G. Goziyev, B. R. Kodirov, G. B. Shoumarov, V. M. Karimova.

The fact that the topic of gender has become a pressing issue in the social sciences is reflected in the research conducted in all CIS countries. In this regard, the scientific research conducted by I. S. Kon, V. S. Mukhina, Y. L. Kolominsky, V. E. Kagan and others plays an important role in psychology. In particular, The works of Russian psychologists A.G. Shvilev, D. N. Isaev, Y. V. Aleshina, F. K. Radina, T. A. Arakenseva, D. V. Vorontsov, I. V. Grushev, E. Egorova, N. I. Koridchenkova, A. G. Asmolov, Y. A. Tyumeneva have made a significant contribution to the elucidation of the essence of sexual identification. Gender science, which emerged after the second half of the twentieth century, was a major event in the development of the social sciences.

A. Bandura's research concluded that the subject is more likely to imitate in the family (Bandura, 2000). In the laboratory, "controller" and "consumer" models were created based on the description of the parental role in two different roles. If the controller controlled the subject's use of the toy, the consumer would appreciate the subject. The study found that the subject coordinated his actions more with the controller model and imitated his behavior patterns. If we compare this situation with the models of the working father and the sitting mother at home, we

can conclude that the child imitates the father more, regardless of gender. Other research suggests that the subject imitates the reward-distributing model more than the non-reward-distributing model and learns new ways of acting. This problem is reflected in the works of P. P. Blonsky and L.S. Vygotsky (Blonski, 1998). Accordingly, the formation of a mature "I" is interpreted as the result of the crisis stages of the youth. In this regard, the social situation of development as emphasized by L.S. Vygotsky, plays a major role. According to cultural historical theory, crisis is understood as the nature of the relationship between the subject and the adult that is important to him or her. These relationships take on a sharp appearance at certain stages of the subject's development. It is through overcoming this tension and contradiction that the subject gains new experience and ascends to a higher stage of development. The problem of differences in male and female development is also reflected in L. Kolberg's research. By studying the lifelong development of moral attitudes in male and female adolescents, the researcher acknowledges that women's specific moral attitudes are dominated by a sense of caring for others.

The characteristics of the male and female groups were also not overlooked by the researchers. Recent research such as (Dubrovskaya, 2007) and (Arakantseva, 2011) has shown that the ideal masculine image consists of traditional masculine personality traits: courage, willpower, resilience, self-confidence, determination, and responsibility. The image of an ideal woman reflects the qualities of both femininity and masculinity: kindness, caring, gentleness, as well as responsibility, self-confidence, activism. As can be seen from the fact that the ideal female image is androgenic in nature.

Among the work carried out by psychologists of our country on the subject of gender, we can include research in the field of family psychology, psychology of youth. In particular, it should be

noted that the book "Family Psychology", edited by G. B. Shoumarov, V. M. Karimova's doctoral dissertation on "The formation of social perceptions of the family in Uzbek youth" E. G. Goziev's study of the psychophysiological differences in the development of boys and girls, B. R. Kadyrov's study of the problems of genetic factors in the development of personality, F. A. Akramova's dissertation differentiation of cognitive and emotional states in adolescent males and females and a number of other works attest to that.

The issue of parental understanding and self-identification with primary school students was researched by N. Y. Privalova. It was found that the subject had a better understanding of his parents in the family (the son understands the father and as the daughter does the mother).

J. Lever studied the structure and nature of 10–11-year-old children's play activities and found that boys play in groups of subjects of different ages, they are more prone to competition-style games, and the game they play lasts longer than girls. The duration of the game in which boys play is explained not by the fact that it requires a certain skill and fun, but by the fact that boys and girls effectively resolve disputes and conflicts that arise in play activities. Controversial situations in the girls' group will lead to the end of the game. J. Lever concludes that boys learn independence through play and acquire the organizational skills needed to coordinate the activities of large groups in the future. In girls' play, the persistence of the group and the lack of members allow for the development of qualities related to building a relationship with a specific person (empathy, sensitivity, ability to put oneself in the position of another). This means that throughout the game, the subject realizes his or her own character along with socially important roles. As a result, boys and girls will have different social experiences and their orientation to their inner world will also be different.

Results and Discussion

The family, as a small social group of society, is valuable for its high degree of responsibility towards the individuals living in it

and the whole society as a whole. The function, structure and dynamism of the family are important characteristics.

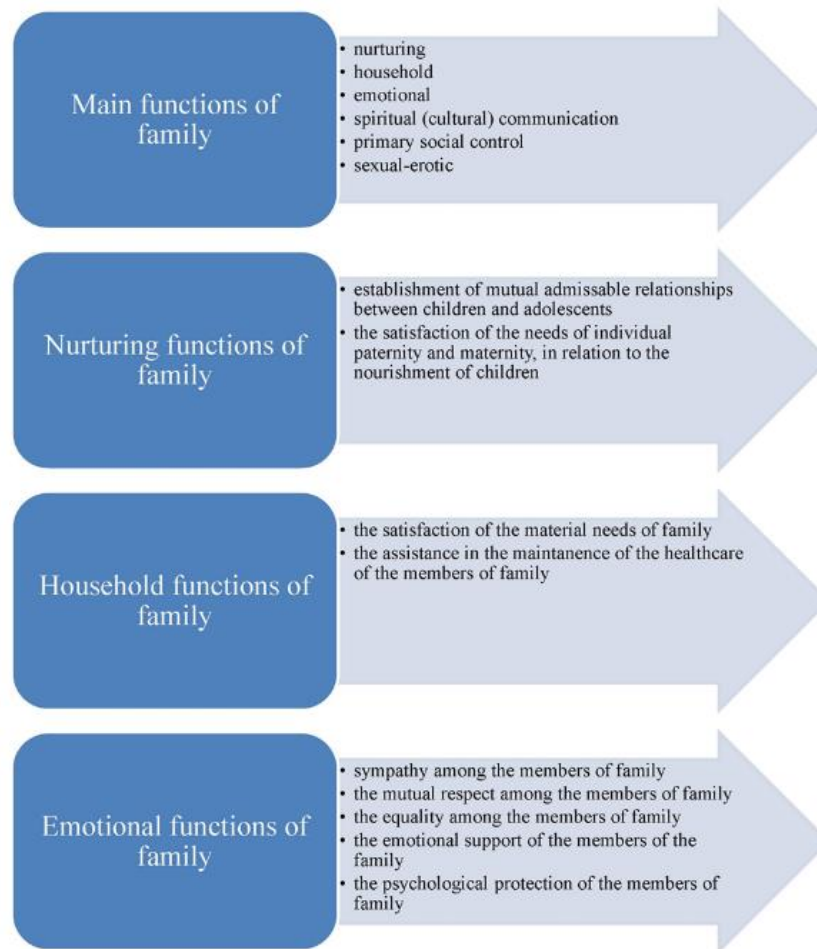


Figure 1.

The family is the first social community (group) in a person's life, thanks to which he becomes familiar with the values of culture, masters the first social roles, and gains experience of social behavior. In it, he takes his first steps, experiences his first joys and sorrows, leaves the family for the big world, and then comes back when he becomes uncomfortable in this world. Ancient wrote spoke about how important the family is in the life of every person. Aristotle believe that the family is the first type of social interaction between people. It is the original cell from which the state arose. At the same time, the family is not a simple set of individuals, each of whom does his own business. This is a complex social formation, each member of which is at the same time a unique personality, an individual, and an integral part of a single whole family group. In

turn, this group is not as simple as it might seem at first glance. It is no coincidence that philosophers and sociologists are actively engaged in the study of its problems. ethnographers, demographers, lawyers, historians, economists, psychologists, educators and doctors. In addition, it attracts the attention of researchers in areas of scientific knowledge that, at first glance, are not directly related to the family. Physicists are trying to explain the peculiarities of family development using the laws of thermodynamics. Chemists are looking for the biochemical basis of happy and unhappy love, and they emit special "smells of love" that facilitate the process of establishing contacts between a man and a woman, creating and maintaining a family.

Sociologists distinguish several functions of the family:

Reproductive: the birth of offspring. The reproductive function is responsible for the biological reproduction of life, that is, the birth of children, the continuation of the human race of the population (childbirth) and is one of the most important functions. Taking care of the physical and mental health of the younger generation. Also, the reproductive function regulates the sphere of sexual relations between spouses, which is important for harmonious and healthy relationships. Reproductive function must take into account the individual needs and rights of each spouse

Educational: the main functions of the family as an educational institution, the peculiarities of parent-child relationships as a source of family values and well-being, raising children, self-realization of parental feelings. Family upbringing is more emotional by its nature than any other upbringing, since it is "guided" by parental love for children, which evokes reciprocal feelings of children to their parents. However, disorder in upbringing can turn into mutual hatred, this must also be taken into account

Communicative function: Mediating family members' contacts with the media, literature and art. The influence of the family on the diverse ties of its members with the natural environment and on the nature of its upbringing. Organization within family communication, leisure and recreation related to communication. Mutual cultural and spiritual enrichment.

It is important to understand that the Russian word "communication" and the Latin "communicatio" comes from "common". That is, it is in the family that the first experience of sharing the common takes place, of finding common with another person. Without which further socialization of a person is unthinkable.

Educational: the younger generation is educated in the family. Here they teach to speak, walk, read, count, etc.

Household: meeting the material needs of family members.

Family disorders have a complex structure, they have a negative impact on the life of the family. It can be viewed as this:

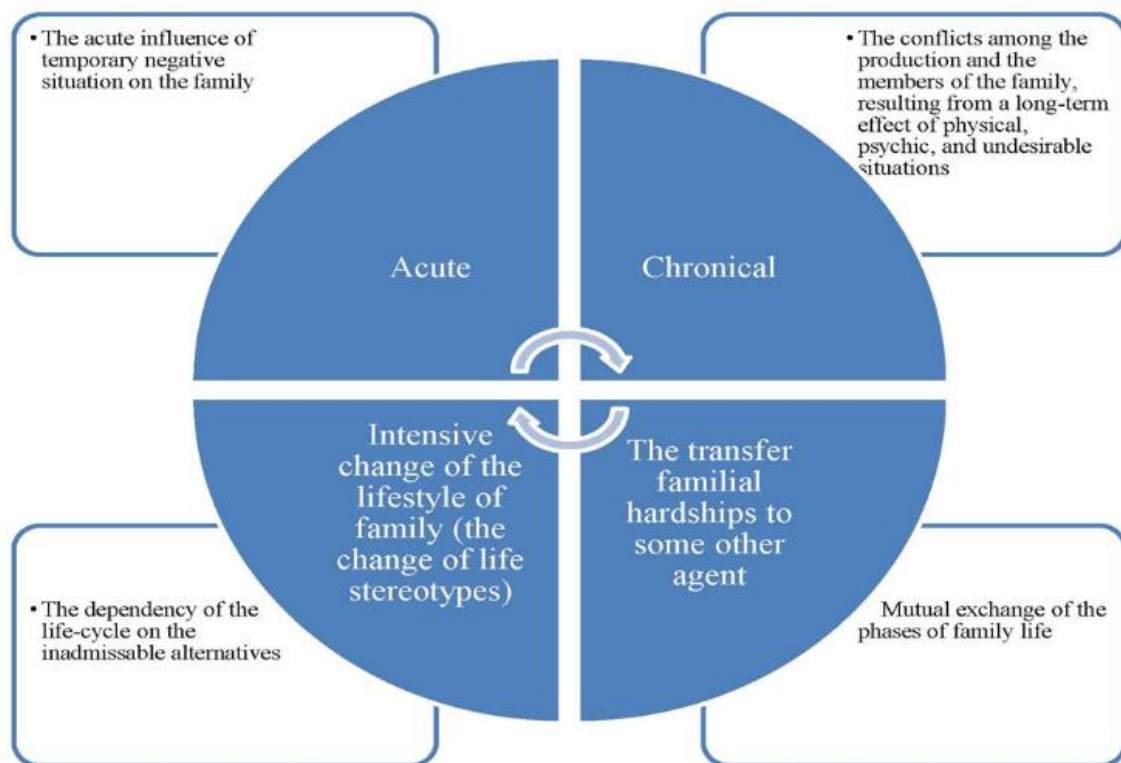


Figure 2.

It is known that in families where harmonious balance prevails, the feeling of the family "We" prevails, that is, the image of an adequate "We" in independently overcoming various contradictions and disagreements. In a disharmonious family system, balance is manifested in its failure to fulfill its task of adaptation in the process of optimal implementation of internal and external functions, which negatively affects the integrity of the family. In such families the image of the inadequate "We" is the leading one. As a result, there are violations in the system of interactions: a) frigidity; b) mutual competition; c) formality in the relationship; d) violation of personal attitudes and role expectations; e) perceptual errors, etc.

At the heart of family contradictions, that is, disharmonious interactions, is the inadequacy of perception (L.A. Petrovskaya, 1982). According to this, families are divided into functional (healthy) and dysfunctional (unhealthy).

The introduction of the provision of psychological services to a family is determined by the dependence of the problem of a specific family on a specific situation. Any method used depends on the professional skill of the psychologist, the conditions for applying the procedure, and has a time value. That is why it is necessary to draw up an accurate psychocorrectional program of family relations.

In modern psychology, the algorithm for psychocorrectional work with the family is carried out in the following areas:

- Psychodynamic.
- Systemic and strategic.
- Eclectic.

1. Psychodynamic direction.

The interest of modern science to the problem of the psychodynamic approach of personality can be traced in many foreign studies (Z. Freud, K. Jung, A. Adler, G. Allport, R. Woodworth, W. Reich, etc.). and Russian psychologists (K. Platonov, L. I. Bozhovich, M. Sh. Magomed-Eminov, D. Sochivko, T.

Savelyeva, Y. Krasikova, G. Belokurov, E. Shchelkushkina and others). The term "psychodynamics" was introduced in 1918 by Robert Woodworth (1869-1962), an American psychologist, one of the founders of functional psychology.

For this approach, it is important to focus on the analysis of the life history of older family members, including their unconscious desires, psychological problems and mutual projection, which they experienced in the early stages of their ontogenesis. At the same time, the awareness of the appearance in some family members of deconstructive methods of adaptation to life due to unresolved problems in the past - the achievement of insight - plays an important role. The application of this method requires a lot of patience and a lot of time not only from the psychologist, but also from all family members, which is not very expedient in the economic aspect, but very effective.

2. Systemic and strategic direction.

The systems approach assumes a comprehensive account of the specific aspects of the functioning of the activity. The systems approach is the basic direction of scientific research methodology, based on the consideration of the research object as an integral set of interrelated and interacting objects and their relationships.

This work in a systems approach, on the one hand, is an approach to interpersonal relationships and a mutually determined personality based on the type of upbringing, the nature of interactions, in the course of communication, and on the other hand, it is organized in a closed form in the form of a homeostatic cycle, which is inextricably linked personal characteristics of family members. In an independent combination of internal interactions, the family is viewed as an integral system, dividing into various subsystems.

The family is viewed as an integral system through the allocation of various subsystems in an

independent combination of intrafamily interactions.

Family subsystems include factors such as generations (ancestors-descendants), gender, interests, husband-wife, father-mother, child-child, child-mother, child-father, children and

pets, and others. An individual may belong to several family subsystems.

The implementation of psychological correction based on a systematic approach consists of several stages (see: Figure 3).

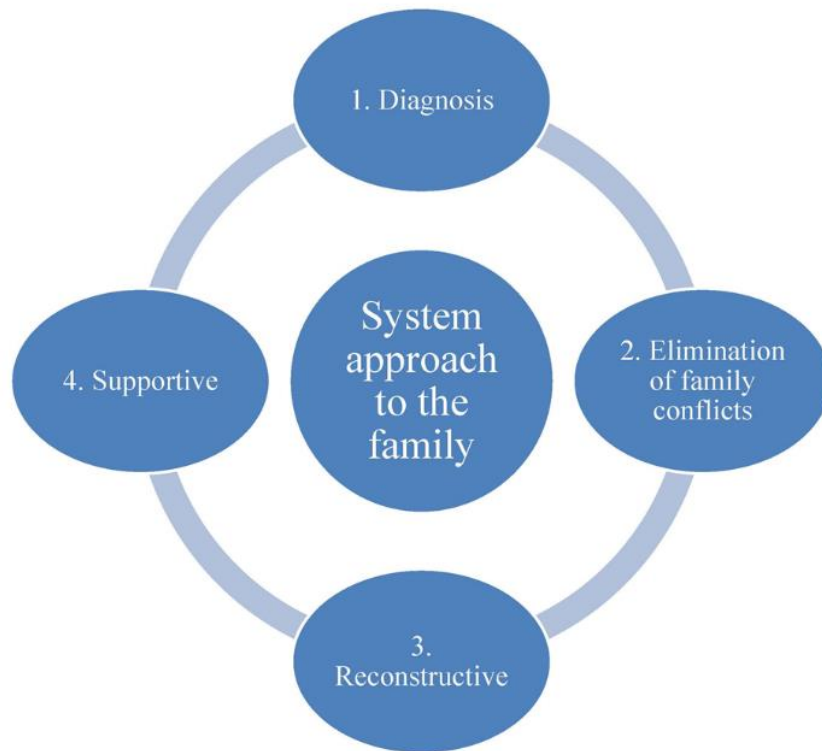


Figure 3.

A family diagnosis is understood as a typology of violations of family relations, taking into account the individual characteristics of family members. The peculiarity of the family diagnosis procedure is direct (immediate) and stereoscopic. If diagnostics are used at all stages of correctional work, it is called a direct (direct) procedure. Stereoscopic family diagnostics is the mutual relationship of information received from family members with information received from one family member for the purpose of supplementing and comparing.

The determination of the roots of family conflicts and their classification is carried out with each participant in the conflict, in accordance with their emotional reaction, at the stage of overcoming family contradictions.

Organization of discussion of current family problems is carried out either individually, or with one of the close relatives, or in a group form at the stage of reconstruction of family relations.

At the supporting (fixing) stage, the expansion of the role-based behavioral repertoire and the strengthening of the skills of empathic communication (behavior) in the natural family conditions of real life are organized.

Corrective work based on a systematic approach can last from several weeks to several years. Meetings organized once a week, and later once every two or three weeks, are good results.

3. Eclectic direction.

According to A. Aleksandrov (1995), the need to find the mechanisms of obviously purposeful activity to be guided by neuroscience,

as well as the underestimation of the fact that the paradigm of activity and reactivity correspond to fundamentally different ways of describing behavior and activity, determine the eclecticism of many theories in psychology and psychophysiology.

Assessing consistency as one of the main explanatory principles in science, M.G. Yaroshevsky (1996) rightly notes that the antipode of consistency is eclecticism - a mixed heterogeneous, often opposite, provisions and

principles, replacing some logical basis with others. Representatives of this approach, when providing corrective assistance to the family, use homework, role-playing games, group discussions and other methods based on the interpretation and analysis of relationships, different in their psychological mechanism, behavior modification. People act purposefully

In family psychocorrectional work, the following areas can be distinguished. It can be illustrated as thus:

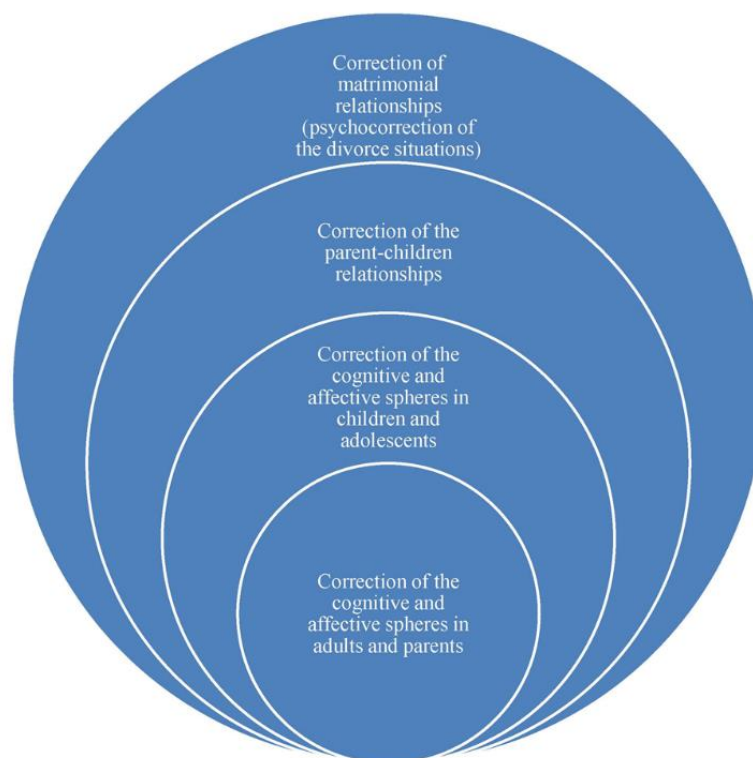


Figure 4.

Duration of correctional work: divided into short-term and long-term family psychocorrection.

The essence of correctional work:

- identify a particular and significant problem;
- determine the form of work with the family;
- simultaneous work with the whole family;
- work with family members separately;
- create a general structure for working with the family;

- highlight the main stages;
- develop a comprehensive action plan for dyadic cooperation;
- develop an action plan in accordance with the circumstances, etc.

When creating a psychocorrectional program with a family, a number of other parameters are also taken into account. It can be illustrated as thus:

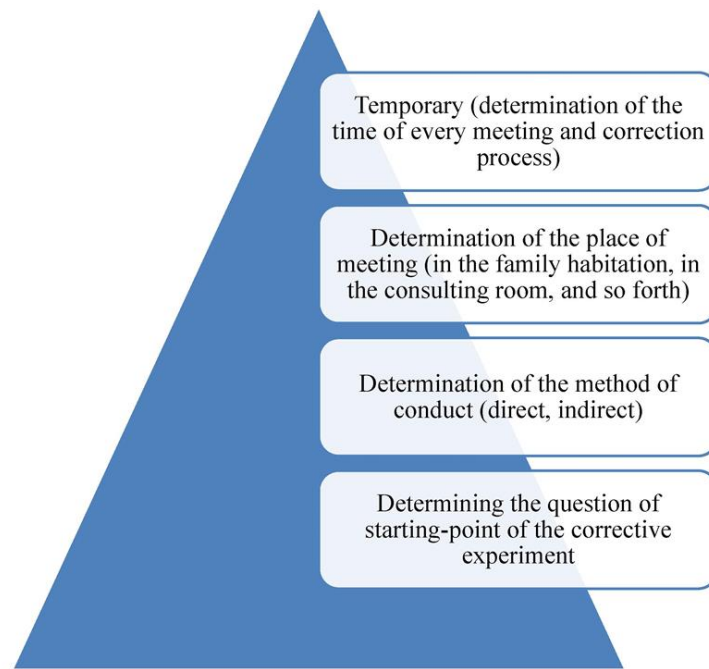


Figure 5.

Of course, the diagnostic stage of corrective work is of great importance. We recommend the following list as family diagnostic methods.

In the cognitive sphere:

- Methods of studying thinking: questionnaire of thinking style, Raven's matrix, Amthauer test; Eysenck's test for intelligence.
- Methods for studying attention: proof test method, red-black table, Münsterberg method, number substitution, Gorbov-Schulte table, etc.
- Methods of studying memory: method of direct memory according to L.S.Vygotsky, method of pictograms according to A.R. Luria, method of memorizing numbers, method of memorizing symbols, method of pairing.

In the affective sphere:

- Test "General assessment of personality" VM Melnikov and LT Yanpolsky.
- of neuropsychic stability (NPS: prognosis).
- Scale of professional stress.
- Test "Who am I in this world."
- Checking the feeling of self-doubt.

- Methodology of character typology according to Hayman Le Senny.
- Methods for assessing empathy.

In the cognitive sphere:

- Assinger test.
- Scale of professional stress.
- Test "Are you doing your job?"
- Scale of self-assessment in the motivation of praise.
- Test questionnaire on social and communicative competence.
- Questionnaire on vital manifestations of typological characteristics of the nervous system.

We recommend the following list of diagnostic methods for the cognitive, affective and cognitive spheres in children and adolescents.

In the cognitive sphere:

- Methods for studying attention: proof test method, red-black table, Münsterberg method, number substitution, number search method, etc.
- Methods of studying memory: the method of direct memorization according to L.S. Vygotsky, the method of pictograms

according to A.R. Luria, the method of recalling numbers, the method of recalling symbols, the method of doubling, etc.

- Methods for studying thinking: Wechsler's method (option for children), SHTUR (school test of mental development), the method of "complex associations", the matrix method of Raven, the method of analyzing attitudes towards concepts, the method of defining general concepts, the method of quantitative relations, the method of "intellectual lability" and etc.

In the affective sphere:

- conversation on the topic "Are you a coward?" with preschool children, test with color pictures, Taylor's anxiety assessment scale, Spielberg's anxiety assessment scale, depression scale, unfinished sentences technique, non-existent animal technique, DPD technique (house-tree-person), a method for studying the level of subjective control, studying self-esteem by Budassi, Dembo-Rubinstein, etc., the method of studying values, etc.

In the cognitive sphere:

Kettell's questionnaire, K. Leonhard's character research questionnaire, a method for studying the level of subjective control, a method of specific reaction to conflict situations by K. Thomas, a method of Q-sorting, sociometry, referentometry, a method for diagnosing Leary's interpersonal relations, assessing a teenager's relationship with classmates, GOL (group personality assessment), the Bas-Darka questionnaire, the test "Teenagers about their parents", the scale of localization of control, etc.

Methodology for studying the process of self-determination:

Map of interests, Klimov's methodology DDO (differential diagnostic questionnaire).

Let's consider some of the above psychodiagnostic techniques.

Study of the psychological environment in the family:

PARY questionnaire: parental attitudes and reactions;

Parents' understanding of the characteristics of adolescence;

Incomplete sentence method;

Test questionnaire for satisfaction with marriage;

Interpersonal Diagnosis Questionnaire;

Questionnaire "Do you understand each other?" and etc.

Conclusion

The organization and implementation of correctional work with the family is determined by a number of factors. The most optimal method of family psychocorrection is based on the individual characteristics of family members. Many psychologists in their practice strive to act on the basis of their experience, scientific maturity and personal qualities when choosing methods of psychocorrection. Unfortunately, this does not always pay off.

After all, each method (technique) has its own instrument (tool). The value of psychological services for the family directly depends on what goals are pursued and who exactly (what specialist) provides them.

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