

CHARACTERISTICS OF INTERPERSONAL RELATIONS IN A FAMILY OF CHILDREN WITH DISABILITIES

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Abstract. According to the world psychologists, influence of the family is of a great importance in the formation of child's personality. The article describes some features of interpersonal relationships in families of children with disabilities. In particular, we talk about the parent-child relationship, the factors that serve to increase the effectiveness of this relationship, as well as some errors in the relationship that negatively affect upbringing and behavior of the child and their consequences.

Key words: upbringing, interpersonal relationships, hyperprotection, emotional sphere.

Introduction

For a long time, from the 1920s to the 1960s, within the framework of behaviorism, a key role in a child's development was given primarily to the social environment and learning processes carried out by parents. Biological factors as well as the physical condition of the child (hunger, fatigue) were of secondary importance. Around that time, psychoanalytic theories of personality development emphasized the importance of early childhood impressions in the formation of the child's subsequent internal conflicts as well as defense mechanisms. Nowadays, experts recognize the need to study a wide range of factors affecting the child, as well as the need to take into account the interaction of parents and children.

Research area

At the intersection of external (objective) and internal (subjective) factors affecting the child development, there are some factors conditioned by the nature of the interaction of the child and the social-subject environment, manifested in the specifics of the relationship between child and environment (family, school, etc.). For children, their parents will never be the only source of influence, and as they grow older, they will tend to be more and more exposed to the influence of their peers, school, teachers, as well as television, internet and other media. There are also incidents that can change a child's way of life through non-parenting methods, such as a serious illness or accident, unexpected success, or relocation. [1, 6].

The character of the individual and his behavioral characteristics are determined by society. In the United States, for example, great emphasis is placed on developing children's social skills in communicating with their peers, while in Japan, children are expected to be emotionally mature, obedient, and well-behaved. It has also been found that European mothers have higher levels of control and adoption of their children than Chinese parents. Control is stronger than adoption in Chinese parents. These two important factors in parenting style contribute to children's social activism [2, 3].

In the social environment that surrounds the child, three factors can be distinguished that affect the development of the individual in childhood: family, peers, as well as outside adults, such as educators, teachers. Many studies show that the role of parents is important in the emotional sphere of the child, in his personal development, in his mastery of spiritual and moral principles, in the observance of social norms [4, 5, 6].

Methods

The literature describes the types of parenting relationships (positions), as well as many types of parenting techniques, the outcome of which can affect the formation of individual characteristic features of the child.

D. Baumrid distinguished three types of parenting methods: *competent parenting*, *authoritarian parenting*, and *gentle parenting*. In a *competent parenting style*, the basis for managing a child's behavior is not to show dominance or dislike for the child, but to have clear behavioral norms. Raising children within this style shapes the child's behavior, respect for adults, and independent thinking in accordance with the norms and rules of behavior. In an *authoritarian parenting style*, parents are demanding from the child, but pay less attention to the child's needs and openly dominate him or her, showing that they do not love him or her. They use

pampering as a weapon to achieve their goals. Parents basically ask them to do as instructed without explanation. Studies have shown that this method has a negative effect on child and causes aggression in children. Often child exhibits a high level of antisocial behavior as a result of such upbringing. A *gentle upbringing style* is characterized by the inability to explain the consequences of this or that behavior and the rules of behavior, and the lack of demand. At the same time, parents have a low level of control over the child, they rarely set rules of behavior and almost do not require the child to follow them. For such parents, the child's love is more important than to regulate family relationships and maintain discipline.

Analysis and results

D. Baumrid's method of *gentle upbringing* is one of the most destructive methods of child rearing. Children brought up in this way exhibit unbearable, immature, and unsocial behavior. They do whatever they want, regardless of the rights and safety of others. They will not have ideas about social relations and moral norms. According to Maccoby E. when members of these two parties, i.e. the parent and the child, are more affected than each other, when the child may be confronted with a new problem, he is ready both to speak and listen. At such a time, a parent can do or say something that makes a deep impression and has a lasting effect. Or conversely, a false promise or a blatant lie can disrupt a trusting relationship by changing the power of influence between them.

Conclusion

Analysis of the literature shows that the formation of self-control and social competence skills in the child is possible through the internalization of rules and requirements set by the parent. In this case, the optimal position of the parents is to coordinate the possible demands and continuity with the emotional acceptance of the child, communication without sufficient conflict.

On the other hand, errors in the upbringing of children with disabilities also play an important role in the level of expression of the disease. Many parents with a child with a disability use A.E. Lichko's *hyperprotective approach*, which predominates in the classification of misbehavior types. This type of upbringing is characterized by excessive protection and control, unreasonable restrictions, and inhibits feelings of independence, responsibility, and indebtedness.

As a result of such upbringing, the motivational basis of mental activity in the child, freedom, adequate self-esteem is formed at a weak, sluggish level. These types of children avoid intellectual stress, refuse to perform tasks even in the slightest fatigue, or perform them with sluggish activity, and require constant stimulation to complete it. In this case, all thinking processes are going slow.

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