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Paper Authors

Ibaydullaeva Umida Rustamjanovna,



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Peculiarities of providing psychological assistance in crisis situations between parents and children

Ibaydullaeva Umida Rustamjanovna,

teacher of the Department of Psychology and Humanities, Jizzakh branch of the National University of Uzbekistan.

Abstract. This article analyzes the theoretical views on the specifics of providing psychological assistance in crisis situations between parents and children, and thought about provides methodological recommendations for parents, educators and pedagogues to be careful with the child, which parents can use for the development of the child.

Keywords. Parent, child, conflict, crisis, individual, mood, suicidal behavior, nervousness, inclination, conflict, need, independence, psychological crisis, conflict, situation, psychological support.

I. Introduction.

It is known that from the first years of independence in our country, large-scale reforms are being carried out in the education system as in all spheres. Efforts are being made to develop the abilities and talents of students, to improve the system of working with them for a specific purpose, to strengthen family, community and public cooperation in this area, to draw public attention to the educational process, the development of pupils and students.

In this regard, we can note the words of the President Sh.M.Mirziyoyev: "The effectiveness of reforms in our country today depends, first of all, on expanding the ranks of young people who are highly spiritual, independent-minded and able to take responsibility for the fate and future of our country" [1].

In recent years, much attention has been paid to the development of science, especially in the social sciences and humanities. The role of psychology in the development of human thinking, his attitude to the environment and the perception of man as a part of his being and the formation of a separate individual is incomparable.

One of the most pressing issues facing psychologists today is the in-depth study of disorders in various areas that occur in the individual in crisis situations, the development

of preventive measures and their implementation. Because various levels of psychological disorders in crisis situations damage a person's mental balance, difficulties in interpersonal relationships, isolation from society, shortcomings in life and work, insecurity, despair, bad, depressed mood. In the result, such a situation is perceived as painful by the person and remains in the throes of mental anguish. As a result of not being able to cope with mental anguish, grief, sometimes suicide, suicidal behavior begins to manifest itself.

The essence of the concept of crisis is the contradiction, the contradiction in mental growth. In the process, disagreements arise between children and adults. As the crisis arises as a barrier between the emergence of different needs in children and their ability to satisfy them, of course, under its influence there will be a change in one direction or another. For example, the need for independent action in a child at a certain stage of development serves as an impetus for him to achieve independence, and the child achieves a certain degree of independence. Second, as a result of the educational and upbringing mistakes that adults may make in this process, some negative defects in their psyche may appear. This means that the crisis must be assessed as neither a negative nor a positive process.

As a result, parents, educators, and pedagogues need to be more careful with children in times of crisis, drawing the right conclusions from this. In the psychology of adolescence, the main crisis periods are the crises of children aged 3, 7 and adolescence.

By properly nurturing, influencing, and directing their actions, a three-year-old child can be taught to eat, dress, bathe, and perform certain tasks and responsibilities independently. Psychologists point out that the achievements of a child in the development of the child up to the age of three significantly change the quality of his behavior, cognitive processes. Nevertheless, the influence of adults on the growth of the child, the role remains leadership, but the gradual growth ensures that the child becomes more independent.

The causes of the crisis in the child's psyche can be recognized as follows:

- adults do not take into account the physical and mental capabilities of the child;
- prevent them from striving to make independent decisions in the family;
- not to allow them to try to overcome certain difficulties;
- Restrict the child's ability to act independently.

When adults help children as much as possible without resisting their opinion and independence, the difficulty in the process of forming their personality will disappear on its own, and conflict will be prevented.

Psychological crisis is a violation of the internal emotional balance caused by external conditions, risk, according to Russian psychologist L.S. Vygotsky, the age crisis is a change in the child's personality that occurs in the exchange of stable periods. In times of crisis, the child changes completely in a short time. In terms of the content and intensity of change, it has a vibrant, revolutionary character [2].

Features specific to the crisis period:

- The boundaries of the beginning and end of the crisis are very uncertain.
- The crisis occurs imperceptibly.

- Its culmination is in the middle of the crisis.

It is known from the research of many psychologists that children show several types of stubbornness during this crisis. One such scenario comes down to the 3-year crisis we envision. During this period, various changes take place in his spiritual world, both qualitatively and quantitatively. These changes are due to the fact that he discovers the world differently, his psyche is enriched day by day with information and data. It is at this age that the child develops a sense of confidence in his will, he begins to realize himself. Self-awareness is achieved by overcoming contradictions, conflicts.

The resulting contradictions and conflicts can be gradually eliminated by ensuring the psychological maturity, the formation of new psychological qualities in the personality of the adolescent by complicating the types of activities. The Viennese psychologist Z. Freud and his students consider the assessment of adolescence as an unconscious attempt to define one's own position, which arises as a sign of some first inclination given to man from the beginning [3].

Data on crises that occur at different ages show that any crisis that occurs during the process of youth development manifests itself in the child's psyche as a cause and means of this or that mental growth, renewal and change.

We are well aware that a crisis situation is a disruption of human life and activity. It results in inadequate social behavior - attitudes, behaviors - actions, as well as disorders of the nervous - mental and somatic state. It takes a lot of effort for a person to return from a crisis to a normal lifestyle, because a person can confuse his attitude to the crisis with the peculiarities of his own behavior.

At such a time in life, a person's thoughts and feelings can be painful and incomprehensible (for himself and his loved ones). In the case of instability, adequate, conscious behavior and the ability to make

accurate assessments are impaired. In order to get out of a crisis situation later, a person can accept his behavior as right. If a person is explained that such an attitude is the result of a crisis, then the person is actively involved in the recovery process, understanding the cause and dynamics of such a situation.

Unconditionally, everyone has a personal recovery path after a crisis. That is why it is necessary to understand and appreciate individual experiences, to create conditions for getting rid of them, to be ready for the transition to individual events and normal life activities.

Thus, the study of such problems, the implementation of preventive work provides a solid foundation for the prevention of a number of negative situations caused by crisis situations, the development of a healthy thinking person who is able to self-manage in any difficult situation.

Based on the above conclusions, the following suggestions and recommendations can be made for the provision of psychological assistance in crisis situations between parents and children:

- Strengthen parental, teacher, educator, and community oversight in the family at all ages to prevent crisis negative situations;
- Teaching and monitoring adolescents how to use their free time effectively in crisis situations in the family and in educational institutions;
- Further development of family, community and school cooperation in overcoming crises;
- Participation in circles, taking into account the interests and abilities of the child in the prevention of crisis situations;
- It is advisable to provide psychological assistance in crisis situations of any age period to preventive measures by specialists in the community.

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