



INFLUENCE OF VARIOUS CHILD-PARENT RELATIONSHIPS ON THE EMOTIONAL SPHERE OF PRESCHOOL CHILDREN

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Abstract

The article discusses various aspects of a child's life in the family, and we can conclude how difficult it is to create ideal conditions in which individual characteristics of a developing preschool child's personality will be taken into account. Because for the normal existence of a child, a mentally healthy child-parent relationship based on love and trust is necessary.

Keywords: Social and emotional stages of development, controlling of emotion, style of upbringing, social adaptation of preschool children.

Introduction

Although it is much easier to determine a child's physical growth, it is also necessary to determine the social and emotional stages of development. The role of the social and emotional sphere of a preschool child is very important in the life of every child. This acts as a basic foundation in their lives as they grow. This foundation helps the child cope with their personal feelings, understand the feelings of others, respect other people's thoughts, and establish positive interactions with others.

In a situation of emotional anticipation of the possible consequences of their behavior, the preschooler considers in advance whether they are going to act well or badly. Having assessed how much a possible action corresponds to generally accepted norms and, in case of a negative outcome, the child develops a state of anxiety that can slow down wrong actions [1].

The relationship between the child and the parent is also important for what kind of person the child will be, as it will help shape the nature of the future relationship. Nature versus nurture is a key component of a child's personality development. How a child is raised contributes a lot to shaping who they become in addition to their genes. Recent trends in studies of twins raised in the same families and different families have shown that about 66 percent of personality variation is due to genetic exposure (Bouchard, 1994). On the other hand, some studies argue that it is still unknown whether genes have much control over personality, and that genes must be considered at the cellular level to influence personality (Kraus, 2013).

Emotional learning begins at a young age, and develops as you get older. Infants express their feelings through nonverbal communication and depend on their parents to recognize their cues. Emotional expression is closely related to both the social and cultural influences of family and environment. A child's relationship with his or her



parents gives him or her the opportunity to express both positive and negative emotions in a socially and culturally acceptable way.

When a child is four years old, he begins to realize his individuality. He or she is interested in physical activity and will strive to develop his or her motor skills and reasoning abilities. This helps him to achieve a good level of confidence and be proud of himself. At this age, parents need to help their child:

- Distinguish between good and bad behavior.
- Organize opportunities for communication with other children.
- Promote understanding of other people's feelings; *встр. других людей*;
- Use creative, role-playing, and competitive games with other children.
- Assist in monitoring the implementation of various instructions and rules.

First, it is important to remember that each child's development is unique and complex. There may be small or huge differences in a child's social and emotional development, as this is due to a number of factors. Second, many factors influence how children express their social and emotional competencies. For example: there are some similarities between the emotional development of parents and children as a result of hereditary factors.

American psychologist John Watson said that children learn through the process of learning. The experiment was conducted on a nine-month-old baby who was shown a rat, and there was a lot of noise in the background. Later, it was noticed that the child started crying just by looking at the rat. Similarly, if there is an expression of physical love in the family, the child also expresses their love through contact, kisses, or hugs. Family relationships and how they express their emotions affect a child's emotional development. If parents are stable in their behavior and express their feelings in a balanced way, then their children will follow in their footsteps. If parents are prone to violence, then children also reproduce aggressive behavior. If children are overly indulged, chances are that they will become undisciplined and stubborn. On the contrary, if parents don't show any affection, they become introverted and submissive. Like the family, society also affects the emotional development of the child. If the environment is emotionally charged, the child becomes emotionally unstable. If people are stable and in control of their emotions, the child remains so too. They learn to control their emotions and try to conform to socially acceptable behaviors.

Emotional management is essential for healthy physical and mental health. When a child is emotionally charged, several changes occur in the body, such as changes in pulse rate, blood circulation, eye stretching, effects on the digestive system, and much more.

An emotional view of development allows the child to understand or control their inner emotions. The social aspect of development helps balance external elements, such as interaction with family and friends.



Many researchers study the ways in which responsiveness and demanding behavior interact to form a general psychological climate in the family. Using this approach, the experts identified four main parenting styles that usually appear in preschool age: authoritative, authoritarian, condescending and detached. Although no parent is completely consistent in different situations, over time, parents seem to follow some general trends in their approach to parenting. Based on this, it is possible to describe the relationship between parents and children in terms of the prevailing parenting style. These descriptions can be used to provide guidance to professionals and parents interested in understanding how variations in the parent-child relationship affect child development.

- Authoritative parents are both responsive and demanding, they are firm, but they discipline with love and affection, not force. These parents explain the rules and expectations to their children instead of just stating them.
- Authoritarian parents are also very demanding, but less responsive. They tend to be highly disciplined, often relying on physical punishment and abandonment of affection to shape their child's behavior.
- Condescending parents are responsive, but not particularly demanding; they expect little from their children and discipline them little.
- Separated parents are not responsive or demanding. They may be careless or unaware of the child's need for love and discipline.

What makes a parent more likely to use one style as opposed to another? Ultimately, the parenting style that a parent uses is shaped by many factors: the parent's developmental history, education and personality, the child's behavior, and the immediate and broader context of family life.

Thus, the parent's behavior toward the child is influenced by factors such as work, marriage, family finances, and other factors that can affect the parent's behavior and psychological well-being. In addition, a systematic comparison of parenting methods in families living in different settings shows that parents belonging to different cultures, different social classes, and different ethnic groups raise their children differently.

However, research has shown that aspects of children's behavior and psychological development are related to the parenting style they were raised with. Thus, preschoolers with authoritative parents tend to be curious about new situations, focused and able to play, confident, in control, and fun. Children who are usually treated authoritatively tend to be moody, unhappy, fearful, withdrawn, irresponsible, and irritable. Children of condescending parents tend to have low social responsibility and independence, but they are usually more cheerful than the conflicted and irritable children of authoritarian parents. Finally, children whose parents are separated tend to have a higher proportion of psychological difficulties than other adolescents.



Current research conducted over the past 30 years' points to two overarching aspects of the parent-child relationship that appear to be systematically linked to a child's psychological development: how responsive parents are and how demanding they are. Responsive parents treat their children warmly and with understanding, enjoy them and try to look at things from their point of view. Unlike parents, who have low sensitivity, they tend to be aloof, dismissive, or critical. They show little pleasure in interacting with their children and are often insensitive to their emotional needs. Demanding parents maintain consistent standards of behavior for their child. In contrast, parents who are not demanding enough are too lenient; they exercise minimal control, give little guidance, and often give in to their child's demands. Healthy psychological development of children is facilitated when parents are both responsive and moderately demanding.

At preschool age, children often begin to assert the desire for autonomy, challenging their parents. Sometimes a child's newfound self-confidence during a serious task can jeopardize the parent-child relationship. It is important that parents recognize that this behavior is normal for a preschooler. Healthy development of independence is facilitated by parent-child relationships that provide support and structure for developing a child's sense of autonomy.

Numerous studies have examined the impact on child development of factors such as divorce, remarriage, and employment of parents (especially mothers). As a rule, these studies show that the quality of child-parent relationships has a more important impact on the child's psychological development than changes in the structure or composition of the family.

Simply put, parenting that is responsive and demanding is associated with healthier child development, regardless of the parent's marital status or employment. However, if changes in the parents' marital status or work life disrupt the parent-child relationship, short-term consequences for the child's behavior can be expected. One of the goals of professionals working with families under stress is to help them restore healthy patterns of parent-child interaction.

To build a healthy parent-child relationship, parents can do several things to help build positive relationships and prevent aggressive or anxious behavior from occurring.

- Parents should communicate with their children, encouraging them to express their emotions and share their needs.
- Parents must provide for their children by meeting their physical and emotional needs.
- Parents should ensure consistent discipline by setting healthy boundaries and making sure that children follow them.

Also, it should be noted that for the comprehensive emotional development of a preschooler, parents need to ensure constant dynamics of various actions. The brain



of a preschooler should be subject to stress and active training, since at this age the child is characterized by an emotional deficit that generates boredom, melancholy, and apathetic mood. It is necessary to include the child in both positive and negative situations that arise in the family. At the same time, it is necessary to prepare the preschooler in advance for the perception of such situations (divorce, death of relatives, etc.), since when faced with life problems, the child develops endurance and balance, empathy.

Physical, social, and mental activity can improve a child's social and emotional perception and make them feel more involved in their family. Family rituals also promote a sense of belonging. Bedtime routines are associated with better sleep patterns among children. Family treatments can also make it easier for children to deal with stress, such as separation from their parents or divorce.

On the other hand, the child, with the help of the adults around him and the influence of culture in general, learns the feelings accepted in this society, in particular, becomes attached to feelings of friendship, love, gratitude, patriotism and other high feelings. It is thanks to family relationships that children develop the development of concentration and will, boys learn the role of a man and lay the foundations for the future role of a father, girls learn female roles, learn the values of being a wife and mother, and master the skills necessary for this.

In the conditions of the family educational process, the child learns various mechanisms that contribute to the social adaptation of the preschool child and gain experience in interpersonal relationships. Psychologists have proposed three types of mechanisms.

Reinforcement, which is characterized by the formation of a moral-value type of behavior in a preschooler. The child learns the basic rules of behavior, understands the meaning of the concepts of "good" or "bad". It should be noted that the child learns the rules without completely copying the established principles of the family. The preschool child transforms them through the prism of personal experience, creating their own "code of rules" of behavior and interpersonal communication, implementing it in their activities (forming amoral skill) [3].

Identification is characterized by the child's imitation of the emotional reactions of significant authoritative adults, thus focusing on the example of their behavior in various situations. At the same time, one should not shift responsibility to upbringing by way of a spontaneous example (sample), since the child may not always be present at the moments of manifestation of socially significant and positive reactions of parents. In this case, you can't count on effective identification.

Understanding is characterized in the cooperation of adults during the process of forming self-awareness and personal characteristics of the child. This mechanism is most effectively revealed in the process of family education, since parents are guided in the inner world of the child, anticipate the emotional reaction of the preschooler.



The importance of family influence and family ties is undeniable and obvious. Despite the interrelation of family, social and pedagogical education, which complement each other, they are not interchangeable and cannot become such.

Family education is the most emotional in nature than any other type of education, because "it is guided by parental love for children, which causes children to respond to their parents" [2].

The sense of belonging that people experience when they have good social relationships has a positive impact on their mental health. Children who have good social relationships have higher self-esteem than those who don't, and are less likely to experience mental health problems, including anxiety and fear. There is also evidence that prosocial behavior in childhood leads to improved psychological health in adulthood.

The social environment can also affect a child's health by influencing their parents' behavior. For example, one Australian study reported that parents who live in communities where services are more accessible are less likely to use hostile parenting methods (which are expected to have a negative psychological impact on their children) than those who live in communities where resources are not available.

A child's social environment is largely dictated by where his or her parents live and send them to school. In turn, the social environment largely determines with whom children form social relationships and the quality of these social relationships, since many of the relationships that children form is in their family or neighborhood. Thus, parents' decisions (or lack of decision-making authority) about where to live, work, and study can significantly affect their children's health and well-being.

The quality of child-parent relationships is affected by the parent's age, experience, self-confidence, and self-esteem. Parental self-confidence is an indicator of parental competence. Mothers who see themselves as effective parents are more competent than mothers who feel incompetent. In addition, mothers who consider themselves effective also tend to find their children less difficult to handle.

Thus, considering the various aspects of a child's life in the family, we can conclude how difficult it is to create ideal conditions in which the individual characteristics of the developing personality of a preschooler will be taken into account. Because for the normal existence of a child, a mentally healthy child-parent relationship based on love and trust is necessary.

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