



## SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF FATHER-MOTHER-CHILD RELATIONS IN THE FAMILY OF MILITARY PERSONNEL

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<b>Received:</b> 20 <sup>th</sup> December 2022 <b>Accepted:</b> 24 <sup>th</sup> January 2023 <b>Published:</b> 26 <sup>th</sup> February 2023	This article analyzes the characteristics of interpersonal relationships between fathers and mothers and children in the family of military personnel
<b>Keywords:</b> family, society, child, interpersonal relationship, personality, socialization.	

Since the family is a sacred place, its value and education in the family should be worthy of it. Positive emotional relations in the family of military personnel have a great influence on the formation of the children of this family as well-rounded, self-confident, mature people. Even in a military family, a newborn child goes through the stages of adulthood and experiences the characteristics of each stage. Family environment and interpersonal relationships influence the formation of individual psychological characteristics associated with each age period. The positive nature of these relationships helps the child pass through the possible crisis periods in the course of development without tension or complications. For this reason, proper family upbringing should be a solid foundation for the full development of children in the family of military personnel.

Since the family, which is considered an integral part of society, has its own hierarchical structure, it has a very important influence on the formation of a person through its internal relations and composition. This influence takes place through interpersonal relationships in the family and is reflected in the individual. The influence of these relations takes place in different joints and at different levels. Because the way the relationship between father and mother, who are the main pillars of the family system and the main aspects of the family, is formed and implemented, has an incomparable influence on the relationship with other family members, in particular, on the formation of the personality of other family members and, most importantly, on the formation of the relationship of young people with regard to their future marriage.

That is why, as human society progresses, the importance of scientific research on family problems, family relations, and parent-child interaction is increasing. To further strengthen and develop the institution of the family, which is the basis of society, to raise the quality of all the work carried out to protect the economic interests and support of families to a new level, and to increase the role of the family in raising a physically healthy, spiritually mature, and comprehensively developed generation, it is necessary to strengthen the position of the neighborhood and its role in the formation of the family.

Currently, the social and economic changes taking place in our society increase the attention to the family of military personnel. The family, which acts as a source of interpersonal relations, depends in many ways on the level of participation of family members in these relations. Here, the parent's attitude towards the child plays a decisive role. Therefore, the formation of the qualities of the child's personality during adolescence, which is considered complex depending on the nature of transition, the appropriate use of educational influences in the family, the appropriate use of educational influences in the family, has a direct impact on the formation of negative qualities in the child's personality. can bring.

Psychological problems related to the education and upbringing of the young generation have regularly attracted great scientists, philosophers and writers. Examples of psychological research in the world have been formed in various works related to the human psyche under the influence of Eastern and Western culture. The works on the content of early education psychology are covered on the religious and moral basis of XVII-XVIII.

At the end of the 19th century and the beginning of the 20th century, scientific theories and trends based on experiences related to human psychological characteristics emerged in Western European countries and the United States. Despite different interpretations of human psychic nature, these theories to a certain extent inspired the development of youth psychology and pedagogical psychology and educational psychology. In this regard, the scientific research of E. Meterman, S. Hall, K. Buhler, E. Clapared, E. Durkheim, P. Jane, J. Piaget, A. Vallon, Dj. Bruner and others can be acknowledged.

American S. Hall says that any child in his individual development repeats phylogeny in ontogeny, therefore it is necessary to create comfortable opportunities for children to experience primitive instincts painlessly and easily. S.

Hall collects rich material evidence based on his experiences and puts forward the idea of creating a comprehensive program of psychological, physiological and pedagogical knowledge about the child.

The French psychologist E. Durkheim said that growing up is the process of people's assimilation of emotions, therefore, the perceived images represent the child's mental activity, the child acquires experience, traditions, and customs through imitation. As much as heredity is important in biology, imitation also has such a place in society. will fly

American Dj. Bruner emphasizes that there is a mutual relationship between the formation of a person and education, and says that if a person's striving for perfection increases the efficiency of acquiring knowledge, the improvement of education accelerates his socialization.

Also, J. Piaget, E. Thorndyke, D. Watson, F. Galton, A. Anastazi, A. Bine, T. Simon also discussed the role of education in the child's mental development, their mental characteristics, the importance of programmatic education, skills and abilities, the role of exercises. they occupy an important place in scientific and practical reasoning. These teachings are still relevant today.

American pedagogue and psychologist - Dj. Dewey, human nature cannot be changed, a person is born with the needs and mental characteristics created by heredity. He believes that these needs and mental characteristics are manifested in the process of education, and sometimes their change is a criterion that determines the amount of education.

It is known that it is in the family that a person regularly finds content as a person, develops, and shows his activity. Also, as a person, a person actively influences the external environment around him, subjugates it to his will, and changes it to serve his needs.

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