

THE IMPACT OF DEPRIVATION ON THE FORMATION OF A CHILD'S PERSONALITY: PSYCHOLOGICAL ASPECTS AND CONSEQUENCES

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Abstract

Formation and development of a healthy generation is connected not only with physical development, but also with harmonious psychological development of the personality. Psychological counselling to the present day shows a number of urgent problems related to the psychological development of children. Among them are problems of relationships between parents and children, inability to communicate constructively and solve problems between parents and children, etc. The consequence of this is that a great number of children grow up in conditions of deficiency of contact with adults, emotional acceptance and empathy, information about the surrounding world, various emotional and mental stimulation, etc. Failure to meet needs of this kind contributes to the emergence of mental deprivation. Mental deprivation in childhood leads to distortion of the process of development and formation of the child's personality, which is manifested in difficulty in establishing contacts with others and reduced ability to social adaptation, as well as in mental retardation. This article will examine how different types of deprivation (emotional, social, sensory) affect the development and formation of a child's personality. Key factors that promote or hinder healthy psycho-emotional development will be analysed, and recommendations for parents and professionals in working with children who have experienced deprivation will be offered.

Keywords: Emotional, social, sensory, tactile deprivation, formation, personality.

INTRODUCTION

Aims and objectives. To study with the help of theoretical analysis of literature, the features of different types, causes of deprivation and their impact on the development of the child's personality.

Research methods. Analysis and study of special literature, theoretical review.

Discussion. In the English-language literature, the concept of deprivation refers to the loss of something, deprivation due to insufficient fulfilment of an important need. In this case, it is not about physical deprivation, but insufficient satisfaction of mental needs. Mental deprivation is a





state, experience arising as a result of life situations when a child is not given the opportunity to fulfil some of his or her basic mental needs for a long time. Depending on what exactly the child is deprived of, what need is not satisfied, there are different types of deprivation - informational, motor, sensory, social, maternal, tactile, emotional and others.

The psychological side of the consequences of deprivation is significant because, regardless of whether a person's motor activity is restricted, whether he or she is cut off from culture or society, whether he or she is deprived of maternal love from early childhood, the manifestations of deprivation are psychologically similar. They can cover a wide range of personality changes from mild oddities, not going beyond the normal emotional picture, up to very gross lesions in the development of intelligence and character traits. The most common types of deprivation in children are tactile, emotional and psychological deprivation. These types of deprivation are similar and interrelated in their causes and manifestations.

An example of emotional deprivation is the fact that a child from childhood does not receive the necessary emotional warmth, appropriate positive emotions, motivating words, etc. Those around the child do not give the child the amount of emotions and types of emotions that are necessary for psychological comfort. Emotional coldness, lack of competence or psychological uniqueness of parents in matters of upbringing and mental health of their child, alienation or employment of parents are the reasons for this deprivation. The first and most important emotional bond is established between the infant and the mother or caregiver. By establishing this bond, the need for love and recognition is fulfilled. A pronounced deficit of communication between the child and the mother, i.e. maternal deprivation, leads to a range of mental health disorders in the child. For example, children potentially capable of establishing emotional contact, but deprived of it in the early period of development, lose the ability to such contact in the future. The most vivid expression of the consequences of this type of deprivation is observed in children who are in residential institutions, as well as in socially unprotected and incomplete families, when the child is brought up with one of the parents, who does not pay proper attention to him or her and does not provide him or her with the necessities of life. The situation of emotional deprivation also contributes to the development of the phenomenon of alienation, and it is this that produces the lack of love and warmth in relation to the second and third generation in the family. Both children and adults with character peculiarities can face emotional deprivation. For example, this deprivation can appear in extroverted people when living with an emotionally dry or alienated partner. This results in a natural hunger for emotion. Such people unconsciously seek a lot of strong emotions, a surge of adrenaline.

In the case of tactile deprivation, a child in the sensory period of his/her development does not receive the necessary amount of tactile sensations from his/her parents: hugs, touches, stroking, etc. This is very similar, for example, to the hunger suffered in childhood. For example, in some families parents are not attentive enough to the feedback from the child, and, as a result, the child does not receive something very important in his life, which the parents themselves may mistakenly consider secondary. For example, the child does not receive those very tactile sensations or positive emotions. There is a good chance that in adulthood there will be consequences of the tactile deprivation suffered in childhood. For instance, once the child grows up, there may be an unsatisfying neurotic need for tactile sensations, expressed in sexually





promiscuous behaviour with frequent changes of partners - just to be stroked and caressed by someone. The reason for this adult behaviour is that the parents were not attentive enough to the tactile needs of the child in childhood due to their own workload, their own emotional rigidity, negligence or their own character. It is absolutely necessary for a small child to be rocked, cuddled, stroked, hugged, etc. for its full development. Y.B. Hippenreiter in her book 'Communicating with a child. How?' defined "daily dose of normal psycho-emotional state of the child" - to touch, hug, touch the child at least 8 times a day. In this case, he feels protected, calm and confident. Full development of the child is possible only in contact with the mother, otherwise the baby at any new stimulus experiences fear and anxiety. The child's activity in cognition of the surrounding is based on a sense of love for the mother. Trust in the world, openness to the perception of new things are possible with a sense of constant maternal care. The deficit of emotional warmth that a child experiences in infancy is difficult to compensate for later on.

In one of the classic experiments of the American scientist H. Harlow. In one classic experiment by American scientist H. Harlow, a newborn monkey was separated from its mother and placed in a cage with two stuffed monkey mothers. And one surrogate mother was made of wire and could feed the cub through a nipple, and the second had no opportunity to feed, but her body was pleasantly soft and warm. Long-term observations of the baby monkey showed that it spent 16-18 hours with the 'soft mum', and approached the wire mum only to satisfy hunger. Harlow explains that the emotional comfort experienced by the monkey near the 'soft mum', has a leading role in the formation of love and attachment to the mother. And deep love is possible only with close bodily contact, and, as experiments show, the feeling of attachment remains in the monkey for life. The scientist tells how, many years later, a 'soft mum' was placed in the cage of an adult animal and what a strong impression it made on the monkey, which seemed to have long forgotten the events of early childhood.

Motor deprivation occurs in children who have been unable to move for long periods of time due to illness, and as a result they often suffer from depression, hyperexcitability and aggression. Infants show restlessness when swaddled tightly. Limited mobility, the state of motor restriction, the child's body subconsciously tries to overcome pathological habitual actions - sucking fingers, biting nails, twisting hair, etc.

In the case of sensory deprivation, the child experiences sensory hunger, does not receive enough stimuli - visual, auditory, tactile and others. Such an impoverished environment is harmful to a person at any age, but for a child is especially destructive. Soviet scientists led by N.M. Schelovanov, who studied this problem, found that those parts of the child's brain that are not exercised, cease to develop normally and begin to atrophy. N.M. Schelovanov wrote that if a child is in conditions of sensory isolation, there is a sharp lag and slowing down of all aspects of development, movements do not develop in time, speech does not arise, there is an inhibition of mental development.

Social deprivation is interpreted quite broadly in the literature. It is faced by children living or studying in closed institutions, as well as adults who for one reason or another are isolated from society or have limited contacts with other people. A classic example here is the so-called mowgli children, who are deprived of social interaction from early childhood. Children who grow up 'like grass' without proper attention and care from their parents are quite common. If a child, especially





at an early age, do not tell fairy tales, do not read books, do not teach drawing, modelling, do not communicate basic information about counting, space, seasons, etc., then the serious consequences of such an attitude will not slow down. Indifference to the mental development of a child, even if he was born with good abilities, over the years leads to a condition not distinguishable from true mental retardation.

Conclusion

Starting from early childhood, a child has a need for communication, new impressions, motor activity, emotional empathy, tactile contact and others. The deficiency of any of these needs leads to the emergence of deprivation of the corresponding type, which entails developmental disorders in various spheres of the child's psyche. Deprivation has a great impact on the formation of human mental functions, the development of his personality as a whole. The quantity and quality of emotional, sensory and other stimuli is a condition for full-fledged mental development in childhood, as well as a factor of mental well-being both in childhood and in adulthood.

Sufficient communication with adults, a stimulus-rich environment, the possibility of motor activity, and emotional well-being are the main factors in the full and healthy formation of a child's personality. Failure to meet the needs corresponding to these factors leads to deprivation, which, depending on its intensity and duration, often has an irreversible negative impact on the child's mental development, leads to delays in his or her mental and psychological development, and contributes to the difficulty of establishing contacts with the social environment in the future.

Thus, we can say that mental deprivation has an extremely negative impact on the development and formation of a child's personality. Each individual type of deprivation entails a variety of consequences, among which we can highlight: difficulty in adapting to society, difficulty in establishing emotional contact with close people and poverty of emotional manifestations, difficulty in self-disclosure and self-realisation, numerous external and internal conflicts, aggression, delay in intellectual and physical development, as well as neuroses of various severity, depression, alcoholism, drug addiction, etc.

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