

SELF-ASSESSMENT LEVELS OF CHILDREN FROM LARGE AND SINGLE FAMILIES

Mavjuda Bekbutayevna Burkhanova

Chirchik State Pedagogical University Teacher of the
"Psychology" Department of the Faculty of Pedagogy

E-mail: burxanovamavjuda@gmail.com

ORCID: 0000-0002-4697-9694

Abstract:

The decline in mutual communication in modern families, the lack of spiritual and emotional closeness, the low awareness of parents about the interests, needs, and problems of their children, and the lack of a sense of mutual understanding among family members, in turn, lead to many difficulties in the development of children.

This article analyzes the level of self-esteem of children from single and multi-parent families based on B.A. Sosnovsky's "Self-Esteem of the Individual" method.

Keywords: Society, family, child, B.A. Sosnovsky. The "Self-Esteem of Personality" Method, Education.

KO'P VA YAKKA FARZANDLI OILA FARZANDLARINING O'ZINI O'ZI BAHOLASH DARAJASI

Mavjuda Bekbutayevna Burkhanova

Chirchiq davlat pedagogika universiteti

Pedagogika fakulteti "Psixologiya" kafedrası o'qituvchisi

E-mail: burxanovamavjuda@gmail.com

ORCID: 0000-0002-4697-9694

Annotatsiya

Zamonaviy oilalardagi o'zaro muloqotning kamayishi, ruhiy va hissiy yaqinlikning yetishmasligi, ota-onalarning farzandlarining qiziqishlari, ehtiyojlari va muammolari to'g'risida kam xabardorligi, oila a'zolarining o'zaro tushunish hissisining yetishmasligi o'z navbatda farzandlarning rivojlanishida ko'plab qiyinchiliklarga olib kelmoqda.

Ushbu maqolada ko'p va yakka farzandli oila farzandlarining o'zini o'zi baholash darajasini aniqlashda B.A.Sosnovskiyning "Shaxsning o'zini o'zi baholash" metodikasi asosida tahlil qilingan.

Kalit so'zlar: jamiyat, oila, farzand, B.A.Sosnovskiy. "Shaxsning o'zini o'zi baholash" metodikasi, tarbiya.

Introduction

To determine the susceptibility of subjects raised in families with multiple children and single children to conflicts in interpersonal relationships, we used the T. Leary "Interpersonal



Relationships" test method. This methodology consists of 128 questions and includes 8 types of relationships. These are authoritarian, egoistic, aggressive, suspicious, obedient, dependent, friendly, altruistic octants.

Factors such as dominance and a desire for friendly relationships are determined based on a special formula. $\text{Dominance} = (I - V) + 0.7 * (VIII + II - IV - VI)$. $\text{Friendly relations} = (VII - III) + 0.7 * (VIII - II - IV + VI)$.

0 - 4 points - low adaptive behavior;

5 - 8 points - moderate adaptive behavior;

9 - 12 points - extreme behavior;

13-16 points - pathological extreme behavior.

Types of attitudes towards others:

I. Authoritarian

13-16 points - a dictator, a despotic person striving for power and supremacy. He is used to managing and leading a group. He is accustomed to relying on himself, and it is very difficult to accept the opinions and ideas of others.

9-12 points - dominant, energetic, competent, authoritative leader, successful in his work, likes to give advice to others, requires respect for himself.

0 - 8 points - a confident person, a persistent, hard-working person, even if not a leader.

II. Selfish

13-16 points - despite their desire to be superior to everyone, they want to be far from the majority. Self-love, independence, self-love. He lays the burden on others, while he avoids the burden himself. They will be boastful, proud, arrogant.

0 - 12 - egoistic characteristics, personality orientation, tendency to compete.

III. Aggressive

13-16 - hostile, ruthless, sharp, aggressive, and even basic behavior towards others.

9-12 - demanding, straightforward, truthful, sincere, serious, sharp in evaluating others, uncompromising, inclined to blame others for failures, sarcastic, irritable.

0 - 8 - stubborn, diligent, determined, energetic.

IV. Suspicious

13-16 - alienation from the hostile, angry world. Suspicious, resentful, slightly offended, suspicious of everything, resentful, always complaining about everything, unsatisfied, always dissatisfied (schizoid type character).

9-12 - critic, introverted, has difficulty in interpersonal relationships, is closed due to self-doubt, bad attitude, suspicious, dissatisfied with people, obsessive, and exhibits his negativity in verbal aggression.

0 - 8 - a critical attitude towards all social realities and people around them.

V. Subordinate

13-16 - submissive, prone to self-humiliation, weak-willed, always gives way to everyone, puts himself in the last place, always feels guilty, passive, needs someone stronger than himself, support.

9-12 - shy, modest, shy, obedient to someone stronger than himself regardless of the circumstances.



0 - 8 - simple, modest, emotionally restrained, prone to subordination to others, does not have their own opinion, obediently and conscientiously performs their duties.

VI. Subordinate

13-16 - self-doubt, entrenched fears, fears, and unfounded anxiety, so they are subject to the opinions of others and strangers.

9-12 - obedient, cowardly, helpless, unable to resist, sincerely believes in the rights of others.

0 - 8 - conformable, gentle, hoping for advice and help from others, trusting (laxma), praising others, polite, gentle.

VII. Friendly

9-16 - Friendly, polite with everyone, has socially acceptable behavior, tries to satisfy everyone's demands, strives to be "good" regardless of the circumstances, strives to pursue the goals of micro-groups, and the mechanisms of displacement and suppression are very well developed.

0 - 8 - prone to cooperation and cooperation, flexible in problematic and conflict situations, flexible, accommodating, trying to agree with the opinions of others, consciously conform, observing certain rules and conditions in interpersonal relationships, adhering to the principles of etiquette, shows enthusiasm in achieving group goals, strives to help and assist, likes to be in the center of attention, loves to be satisfied and recognized, communicative, strives to be warm and friendly in interpersonal relationships.

VIII. Altruistic

9-16 - hyperresponsible, always ready to sacrifice their interests, good-natured to help everyone, very caring to help, taking responsibility and responsibility for others.

0 - 8 - Responsible, considerate, gentle, good-natured, able to empathize emotionally with people, likes, cares, is kind and polite, supports, reassures others, is impartial and kind.

The first four types of interpersonal relationships - 1, 2, 3, and 4 - are characterized by a tendency towards non-conformist behavior, a tendency towards disjunctivity (conflict), independence in thinking, a firm defense of one's point of view and ideas, a desire for leadership and dominance (1, 2). The remaining four octants - 5, 6, 7, 8 - have the opposite picture: conformist attitudes lead, congruent relationships with people around them are observed (7, 8), self-doubt, acceptance of other people's opinions, and a tendency towards compromise (5, 6).

Moderate adaptive behavior was determined in both groups according to the methodology. Children from single-parent families scored 5 points, children from multi-parent families scored 8 points. Therefore, the level of accessibility in both groups is almost the same. This result can also be explained by the small sample size.

Table 4 below presents the results of the study subjects using the T. Leary "Interpersonal Relationships" test method.



1-Table The results of T. Leary's "Interpersonal Relationships" test methodology in children from single and multi-parent families (mean arithmetic value)

Scales	Children from large families	Single children
Authoritarian	9	11
Egoistic	8	13
Aggressive	7	9
Suspicious	5	4
Subordinate	11	4
Subordinate	10	6
Friendly	12	10
Altruistic	13	8

As can be seen from Table 4, children from large families have higher scores than children from single children. We can note that the first four octants, or nonconformist indicators, are characteristic of only children, and the last four octants, or compromise, are characteristic of children from large families. Statistically significant differences between the groups were found only on three scales.

2-Table Differences in children from large and single-child families according to the methodology of T. Leary's "Interpersonal Relations" test

	Egoistic	Subordinate	Altruistic
Children from large families	8	11	13
Children from single-child families	13	4	8
t-Student	5,521	6,489	5,889
Reliability level	0,05	0,01	0,05

Based on Table 5, we can conclude the following: children from large families, although their individualism is weaker than that of children from single-child families, are distinguished by their sociability, compromise, and goodwill.

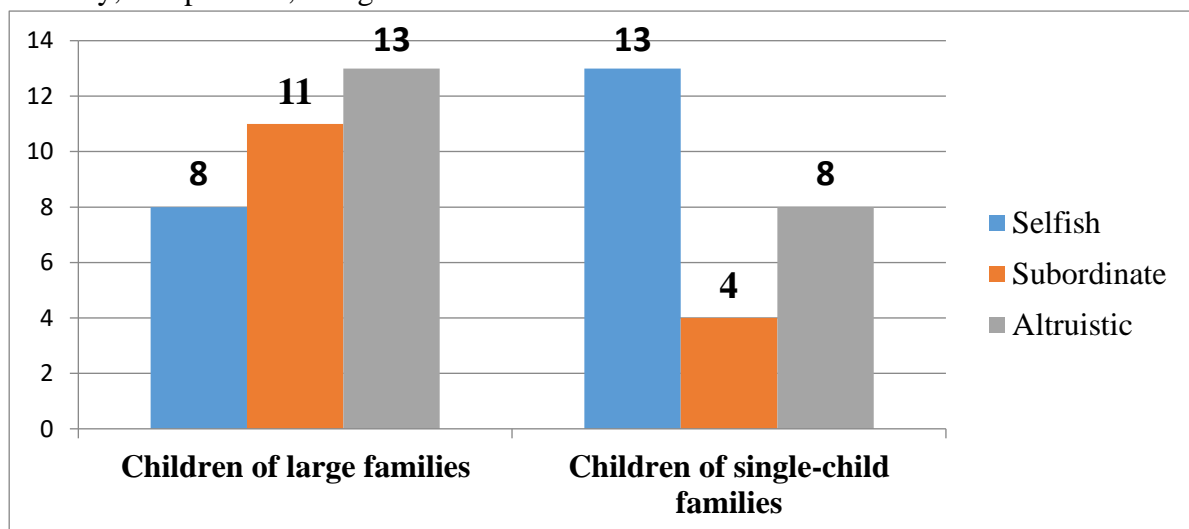


Figure 3. Differences in children from large and single-child families according to the methodology of T. Leary's "Interpersonal Relationships" test

To determine the level of self-esteem of children from single-child and large-child families, we used B.A. Sosnovsky's "Self-Evaluation of an Individual"¹ We used the 2nd variant of the I.O. Motkov modified method. The subjects are presented with 24 personality traits, which the study participants determine according to their level of expression (from five response options: very little expressed - 1, little expressed - 2, moderately expressed - 3, strongly expressed - 4, very strongly expressed - 5). The method consists of 6 factors or scales: morality, will, independence, creativity, harmony (harmony), extraversion and general self-esteem index.

According to this method, the results on the scales in the groups have indicators in accordance with the norm of the method, and no significant deviations were observed.

3-Table Differences in children from large and single-child families according to B.A. Sosnovsky's "Personal Self-Assessment" methodology

Groups	Morality	Will	Independence	Creativity	Harmony	Extraversion	General self-assessment
Children of large families (n=45)	12	14	16	11	14	15	65
Children of single-child families (n=40)	14	11	14	15	18	12	84
t-Student	3,595	1,116	0.893	6,533	3,640	4,755	3,544
Confidence level	0.266	0.373	0.241	0.01	0.614	0.351	0.05

As can be seen from Table 6, a statistically significant difference was found only between two indicators. Only children are more creative than children from large families. As noted in many studies, children from single-child families have higher self-esteem than children from large families.

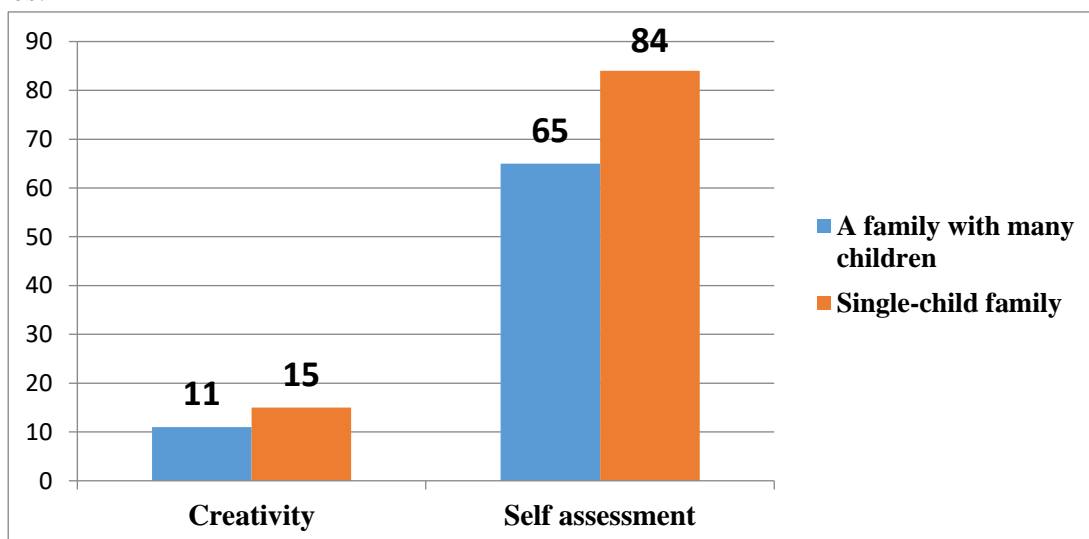


Figure 4. Difference in "Self-Evaluation" between children from large and single-child families

¹ Modification of the methodology of B.A. Sosnovsky (see: Sosnovsky B.A. Laboratory practical training in general psychology. Moscow: Education, 1979, pp. 87-91)

The family environment, along with educating and bringing up the human personality, also connects spiritual, intellectual and moral bonds with the body through this upbringing, forms feelings of national spirit and religious faith. The harmony of national traditions is clearly felt in family upbringing. After all, in both of them, such qualities as kindness and tolerance, harmony and cooperation, humanity, thoughtfulness and decency, courtesy, generosity and hospitality, honesty and piety, honesty and patience and contentment prevail.

1. The attitude of parents to their children in single-child and large families is practically indistinguishable.

2. It was found that the level of anxiety in children from large families is higher than in children from single-child families.

3. Responsibility or internalization is higher in children from large families than in children from single-child families.

4. Children from single-child and large families showed moderate adaptive behavior.

5. Children from large families had lower self-esteem than children from single-child families.

In conclusion, in a family, parents love their children, take care of their health, take care of them, provide them with proper education, and respond to their cultural and moral behavior, which is reflected in family values.

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