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PSYCHOLOGICAL WELL-BEING OF PARENTS AS AN INDICATOR OF A CHILD'S PERCEPTION OF FAMILY **RELATIONSHIP SYSTEMS**

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ABSTRACT

The article presents the results of an empirical study aimed at examining the relationship between indicators of parents' psychological well-being and the child's perceptions of the family relationship system. Empirical evidence shows that the phenomenon of psychological well-being and the indicators of family relationship systems are interconnected. Parents' experience of psychological well-being or distress is reflected in the child's perception of the family relationship system.

KEYWORDS

Psychological well-being, family, family relationship system, the issue of family well-being, health, and harmonious relationships is not new to psychological science.

NTRODUCTION

The renewed interest in this problem is driven by the pressing need in both psychological science and practice to determine what serves as the

basis for internal balance or personal well-being, and how this phenomenon participates in the regulation of personal behavior across various

Volume 04 Issue 10-2024 56

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areas of life, such as family life. Answers to these questions are directly related to the issue that every family or child psychologist faces today the preservation of the psychological health of each family member. A review of the literature shows that the experience of psychological wellbeing (comfort) is an important indicator of health dynamics, as it serves as a subtle marker of the transition from health to illness. Psychological well-being is often viewed as: a set of resources that ensure subjective and objective success for the individual in the "subject-environment" system; as the "fullness of human self-realization" in specific life conditions and circumstances; and as a "creative synthesis" between meeting the demands of the social environment and the development of one's own individuality [1, 4].

There is a significant body of research focused on the study of types and styles of parent-child relationships (A.Ya. Varga, V.V. Stolin, A.S. Spivakovskaya, etc.), as well as work examining the influence of parent-child relationships on a child's development in the context of personality study (D. Bowlby, S. Arbuzov, A.I. Zakharov, etc.), in the context of character accentuations and psychopathies (A.E. Lichko, E.G. Eidemiller, etc.), and in the context of maternal deprivation (I.

Langmeier, Z. Matejcek, E.T. Sokolova, R. Ainsworth, etc.). A summary of the research results of these authors shows that parental influence on a child's development is undeniable.

Children who grow up in an atmosphere of love and understanding have fewer problems related to health, difficulties with school performance, and peer interactions. Conversely, a disruption in parent-child relationships generally leads to the development of various psychological problems and complexes. For individuals, family is the primary and most important component of the environment where they spend the first quarter of their life and which they attempt to construct throughout the rest of their lives. According to V.N. Druzhinin, a specific feature of the family is its "lack of freedom" - in the sense of imposing life rules on the individual. However, this lack of freedom has its advantages, as it provides family members with the opportunity to optimally satisfy their natural and cultural needs [2].

Interest in this issue is driven not only by theoretical knowledge in psychology but also by practical demands. which require the identification and study of the key parameters of family systems and interpersonal relationships that must be considered in psychological analysis.

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It is also important to select appropriate methods for obtaining necessary information about the family and for making diagnoses, followed by competent psychological assistance. All of this provided the foundation for defining the goal of the empirical research, namely, to study the relationships between indicators of psychological well-being and the family relationship system from the perspective of children's perceptions. Standardized psychological methodologies were used in the study. To assess psychological wellbeing, the "Psychological Well-Being Scale" questionnaire by C. Ryff [1] was used.

The questionnaire contains 84 statements grouped into six scales: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The overall index of psychological well-being is determined by summing the points across all scales of the questionnaire [4].

To study children's perceptions of the family relationship system, the "Family Environment Scale" adapted by S.Yu. Kupriyanov [3] was used. The questionnaire includes 90 statements grouped into ten scales:

- A) Indicators of relationships between family members: 1. Cohesion, 2. Expressiveness, 3. Conflict.
- B) **Indicators** of personal growth: 4. Independence, 5. Achievement orientation, 6. Intellectual-cultural orientation. Active recreational orientation. 8. Moral-religious orientation.
- C) Indicators of family system management: 9. Organization, 10. Control.

processing for each scale involved calculating an index by summing responses across all relevant items for each scale. The empirical study involved 100 parents and 50 children of both sexes attending secondary schools in Tashkent. Data were processed using the SPSS statistical software program.

Children of "psychologically well" parents report restrictions on openly expressing anger or aggression within the family. It can be concluded that conflictual relationships are generally not characteristic of such families. The sense of psychological well-being experienced by the parents of 48 surveyed children was reflected in the family's orientation, specifically, in a shift

Volume 04 Issue 10-2024

58

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VOLUME 04 ISSUE 10 Pages: 56-59

OCLC - 1276789625











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toward shared recreational activities rather than individual achievements, which were already high. These children did not complain about excessive parental control regarding academic success or extracurricular activities.

The confirmation of this is the moderate level of control observed among family members, i.e., an acceptable level of family hierarchy (system of requirements, obligations, and control) for the child. Summing up the empirical research, we can conclude that the phenomenon of psychological and indicators of the well-being relationship system are interrelated. The parents' experience of psychological well-being or distress is reflected in the child's perception of the family relationship system.

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Volume 04 Issue 10-2024