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PSYCHOLOGICAL FEATURES OF FEAR AND SOCIOPHOBIA IN CHILDREN

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ABSTRACT

The article examines the psychological characteristics of the manifestations of social phobia and fear in children. In addition, the article discusses such issues as children's fear and its characteristics, social phobia and its causes, parental attitude towards the child, emotional discomfort in children, the development of the emotional sphere in ontogenesis, the relationship between mother and child.

KEYWORDS: *Child, Family, Mother, Fear, Social Phobia, Upbringing, Anxiety, Anxiety, Childhood Anxiety, Neurosis, Psychological Games, Stress, Emotional Disorder, Communication.*

INTRODUCTION

Many parents note fears in their children - the child may be afraid of the dark, animals, strangers, monsters or ghosts. Moreover, many fears are the norm at a certain age. For example, from birth to one year, a child's fear as a response to loud sounds or unfamiliar faces is absolutely normal; at the age of 2-4 years, fear of the dark or animals (large dogs, for example) is also the norm. At the age of 6-9 years, a child may be afraid of loneliness, monsters, ghosts. However, parents are always worried and want to know, where is the line between fear, phobia and stress in a child? Parents themselves can answer this question. It is possible to talk about phobia and stress if the child experiences fears at an age for which they are not typical, if his fear does not have a real basis, if the child avoids the object of fear and this greatly affects his daily life, we can say that the child has phobias and stress.

According to A.I.Zakharova, the causes of anxiety in families with children of primary school age In the previous chapter, we made an attempt to systematize the opinions of a number of

authors of foreign and domestic psychology on the problem under consideration [1,94]. So, the basis of anxiety is, according to a number of authors, an internal conflict. In the life of a child, school becomes one of the determining factors in the formation of a personality. The dynamics of the occurrence of anxiety in children of different ages has been studied and established, several causes of anxiety, the relationship between anxiety and gender and age characteristics have been identified. According to E.Yu. Brela, among the reasons that cause anxiety are the following [2,63]:

- Situation in the family;
- School performance;
- Mental capacity;
- Self-confidence;
- Socio-psychological climate in the team;
- Adequacy of physical development.

All the studies we are considering do not link the factors of anxiety and the age characteristics of children with increased anxiety. We know that for each age there is its own specific social situation, that is, certain correlations between the conditions of the social sphere and the internal conditions for the formation of the personality. The interaction of external and internal factors gives rise to typical psychological characteristics common to people of the same age.

In psychology, many works are devoted to the study of primary school age, among the scientists are L. S. Vygotsky, D. B. Elkonin, G. A. Tsukerman and many others. The age limits of this period are the time spent in primary school. When a child enters school, significant changes take place in his life, the social situation of development changes radically, educational activity is formed, which is leading for him [3,42].

In the psychological literature, you can find different definitions of the concept of "anxiety", although most studies agree on the recognition of the need to consider it differentially - as a situational phenomenon and as a personal characteristic, taking into account the transitional state and its dynamics. So T.L. Shishova points out that anxiety is an experience of emotional discomfort associated with the expectation of trouble, with a presentiment of impending danger. Distinguish between anxiety as an emotional state and as a stable property, personality trait or temperament [4,105].

According to E.O. Smirnov's definition, "anxiety is a constantly or situationally manifested property of a person to come into a state of heightened anxiety, to experience fear and anxiety in specific social situations [5,90]. Thus, the concept of "anxiety" psychologists designate a person's state, which is characterized by an increased tendency to experiences, fears and anxiety, which has a negative emotional connotation.

V.M. Astapov distinguish two main types of anxiety [6,55]:

- The first of them is the so-called situational anxiety, that is, generated by some specific situation, which objectively causes anxiety. This condition can occur in any person on the eve of possible troubles and life complications. This condition is not only completely normal, but also

plays a positive role. It acts as a kind of mobilizing mechanism that allows a person to seriously and responsibly approach the solution of emerging problems. Rather abnormal is a decrease in situational anxiety, when a person, in the face of serious circumstances, demonstrates carelessness and irresponsibility, which most often indicates an infantile life position, insufficient formulation of self-awareness.

- Another type is the so-called personal anxiety. It can be considered as a personality trait that manifests itself in a constant tendency to experience anxiety in a variety of life situations, including those that objectively do not dispose of it, are characterized by a state of unaccountable fear, an indefinite sense of threat, a willingness to perceive any event as unfavorable and dangerous. A child susceptible to this state is constantly in a wary and depressed mood, it is difficult for him to contact the outside world, which he perceives as frightening and hostile. Anchoring in the process of character formation to the formation of low self-esteem and gloomy pessimism. Situational anxiety dominates among children of primary school age.

Among the reasons causing children's anxiety, in the first place, according to M.V. Sokolov, social fear is the wrong upbringing and unfavorable relations between the child and the parents, especially with the mother, the rejection of the child by the mother causes him anxiety due to the impossibility of satisfying the need for love. , in affection and protection. In this case, fear arises: the child feels the convention of material love. Failure to meet the child's need for love will encourage him to seek its satisfaction by any means [7,66]. Children's anxiety can also be a consequence of the symbiotic relationship of the child with the mother, when the mother feels like one with the child, trying to protect him from the difficulties and troubles of life. It "binds" to itself, protecting from imaginary, non-existent dangers. As a result, the child experiences anxiety when left without a mother, is easily lost, worried and afraid. Instead of being active and independent, passivity and dependence develop. In cases where upbringing is based on overstated requirements that the child is unable to cope with or copes with difficulty, anxiety can be caused by the fear of not coping, doing the wrong thing, often parents cultivate the "correctness" of behavior: the attitude towards the child can include in itself a strict control, a strict system of norms and rules, deviation from which entails censure and punishment. In these cases, the child's anxiety can be generated by fear of deviation from the norms and rules established by adults.

The cause of anxiety is always an internal conflict, the inconsistency of the child's aspirations, when one of his desires contradicts another, one need interferes with another. The contradictory internal state of the child can be caused by: contradictory requirements for him, emanating from different sources; inadequate requirements, inconsistent with the capabilities and aspirations of the child; negative demands that put the child in a humiliated, dependent position. In all three cases, there is a feeling of "loss of support"; loss of solid landmarks in life, uncertainty in the world around.

The child's internal conflict may be based on an external conflict - between parents. However, confusing internal and external conflicts is completely unacceptable; contradictions in the child's environment do not always become his internal contradictions. Not every child becomes anxious if his mother and grandmother dislike each other and raise him differently. Only when the child takes to heart both sides of the conflicting world, when they become part of his emotional life, all conditions are created for the emergence of anxiety. In the child's soul, it is not the educational

systems of the mother and the grandmother that are in conflict, but his own desire not to upset his mother, his own desire to please the grandmother.

Likewise, it is not the disintegration of the family in itself that makes the child anxious, but the internal incompatibility of good feelings for both relatives, who have become enemies to each other.

According to A. Freud, why do externally similar conflicts in some children penetrate deep into the soul, while other children remain indifferent to them? There are many reasons, but the main one is what relationships are significant for the child. When, for example, the mother is the only significant figure for a child, the slightest friction in their relationship can turn into a tragedy. Let's not be "afraid of wolves" - those possible contradictions that may arise between the protective care of the family and the norms of masculinity appreciated in boyish companies [8,115]. It is nevertheless necessary to "go to the forest" - it is the diversity, the interweaving of meaningful relationships that allows the child to resolve the contradictions that arise here and there in life. Conflict does not lead to anxiety when there are many points of support. But no one manages to avoid conflicts; does this mean that the child is doomed to anxiety? Not at all. Children who fell ill with neuroses just because they were frightened by a suddenly barking dog, or upset by a shouting teacher, or a scandalous quarrel in the family infuriated them - such children practically do not exist.

In relation to such one-time stresses, the child is much more resilient than they think. Nature has provided man with a powerful forgetting mechanism that relieves our consciousness of the burden of carrying a heavy burden of unpleasant memories. Anxiety penetrates into the child's soul only when the conflict permeates his whole life, preventing the realization of his most important needs. These essential needs include: the need for physical existence; the need for intimacy, for attachment to a person or to a group of people; the need for independence, for independence, for the recognition of the right to one's own "I"; the need for self-realization, in the disclosure of their abilities, their hidden powers, the need for the meaning of life and purpose.

In conclusion, pronounced manifestations of anxiety are observed in well-performing children, who are distinguished by conscientiousness, self-exactingness, combined with an orientation towards grades, and not to the process of cognition. It happens that parents focus on high achievements in sports and art that are not available to him, impose on him the image of a real man, a strong, courageous, dexterous, not knowing defeat, the lack of compliance with which hurts boyish pride. The forced participation of the child in matters that are not of interest to the student puts him in a situation of inevitable failure. In an effort to develop in a child such qualities as conscientiousness, obedience, accuracy, teachers often aggravate the already difficult situation of the child, increasing the pressure of requirements, the failure to fulfill which entails internal punishment for him. Undoubtedly, a conscientious attitude to business is necessary, but the student's business is a special business in which the process is more important than the result and is weakly connected with it. In general, this is one of the psychological reasons for the emergence of children's fears and social phobias in the family, when the parents mistreat the child.

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