

Providing Psychological Advice to Parents Regarding Child Education

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Abstract:

This article highlights the issues of parenting, problems in parenting, some general aspects of interaction with persons who have turned to a psychologist-consultant on parenting.

Keywords: child, psychological advice, parent, conversation, goal, education.

When a child is young, parents who neglect their upbringing, who do not have time to develop their mind, intellect, intelligence, and manners, or who are not disappointed in this, will reap bitter regrets when their child grows up. Parents who cannot find a way to their children's hearts and do not come to terms with them should first put themselves in their place and think a little about how I would have thought and acted at that age. , everything falls into place. Moreover, one should not forget the difference between time and time: time never freezes in one place. It changes and develops. About this, Hazrat Ali (may Allah be pleased with him) said: "Educate your children according to their times." Because what was valued yesterday may be ignored today, or vice versa, something that had no value yesterday can become the most valuable thing today. During the counseling process, the psychologist communicates with the parents several times: at the first meeting, in the form of a short conversation, during a detailed conversation with all the details of the child's development history, and the last time at the final interview based on the results of the examination. Each of these meetings has general and special tasks and has its own characteristics of holding them. Psychologist's work with parents, child's relatives, teachers, tutors and close people also has its own characteristics. Let's look at some common aspects of interaction with people who turn to a psychological consultant for child upbringing.

The primary prerequisite for success in counseling is the psychologist's ability to establish a trusting and open relationship with the parents of the examined child. A trusting relationship essentially involves acknowledging and respecting the concerns of the counselors about the child. The fact that

the counselor treats the parents as someone who is genuinely interested in overcoming the child's difficulties, who understands and knows him deeply, helps a lot in establishing a trusting relationship with them. Such an attitude is opposed to directly or sarcastically criticizing the actions of parents, doubting their deep pedagogical knowledge. All such necessary types of feedback require the use of a special form in the examination. Any word of non-support in the initial meeting will create strong defensive actions in them and close off any avenues to openly discuss the issue. At the same time, it is necessary to pay attention to explaining the goals and tasks of counseling in the first and second meetings with parents. It is necessary to take into account that in the conditions of our republic, psychological services are developing in all areas, but the population has no practical experience of receiving psychological help, many parents have misconceptions about psychological services (complexity of the counseling process and Incorrect assessment for taking time, the need to get a ready diagnosis (diagnosis), etc.). Therefore, one of the important tasks in the initial meetings with parents is to form a readiness (setting) for a joint and comprehensive analysis of the child's problems, to explain the goals of the examination and the benefits of the counseling work. Referral of a child to other specialists also requires a special explanation. It is necessary for the psychologist to look at the problem from all sides at every stage of the counseling work and try to free the parents from difficult emotions with his interesting attitude, focus on the positive aspects of the problem, and actively search for ways to solve it. Parents should be warned about the obstacles, difficulties, and complications encountered in the course of conducting the correctional program. They should not have an idea about the way to solve the difficulties, because such an idea leads to a premature cooling of the mind before the possibility of psychological help. Psychologists should warn parents that the results of the examination will not be ready quickly. In achieving the desired result, the psychologist may not be convinced that it will turn out as expected, and sometimes someone's hopes may be disappointed. If necessary, it is the psychologist's duty to give parents re-advice. Long psychotherapeutic work and many meetings are often used in practice. A conversation about the results of a comprehensive study of a psychological phenomenon has several goals:

- 1) a full discussion of the general state of the child's mental development, conditional foretelling of the cause, level, nature of the identified difficulties;
- 2) joint production of a specific system of assistance or a special correction program;
- 3) discuss the problems of parents, their attitude to the child's difficulties;
- 4) planning further meetings (if necessary).

A number of American scientists show 4 main stages in the last interview of a consultant with parents, and the following descriptions are given for their implementation. It is advisable to talk to both parents at the same time, because it helps to get comprehensive and accurate information about the child's life, in addition to giving parents a sense of joint responsibility for the child's fate allows. At the beginning of the conversation, it is necessary to encourage the child's problem, the issues that interest them, to be freely and openly discussed. It is important to determine the causes of the child's difficulties, the means of solving them, how to provide help, what goals can be set for the child, and what they can do in the future. At the second stage of the interview, the results of the psychological examination will be introduced. Accurate information can help overcome misconceptions about the nature and extent of a child's difficulties. It is necessary to strive to create a correct idea about the child's difficulties. After that (the third stage) a special program of actions will be discussed. At the end of the interview, the attitude of the parents to the child's problems will be discussed and further meetings will be planned. It is important to be respectful, understanding, and warm to them during the conversation. The effectiveness of the interview is evaluated by the fact that the parents act on the basis of the recommendations and information received from the counselor. Experiments show that a positive evaluation of parents by a psychologist-consultant of certain educational actions

increases their confidence in their own strength. One interview alone is not enough to change the misconceptions that appeared in parents before the interview. It is very important to explain to the parents that a child with one or another defect remains a child and has the same needs as all children of his age. Different forms of wrong education are very harmful here. In connection with this, it is necessary to discuss the issue of the suitability of the development process for the age of the young person, his leadership activities, etc. in the counseling practice. Activity aimed at overcoming existing difficulties should not be carried out at the expense of denying the child's needs and interests. Explaining this situation to parents allows to prevent common pedagogical mistakes that lead to serious consequences for the child. A psychologist should not limit himself to the analysis of the problem based on reasoning in the counseling process. The best way to get rid of guilt is to analyze the difficulties. It should be assumed that there is a hidden feeling of guilt from the parents of sick children, even if they are not guilty of the disease. Not only psychotherapists who are unable to have a warm, frank conversation, but also counseling psychologists can worsen the condition of patients. Any psychotherapeutic conversation, as well as the counselor's conversation with the parents, reveals the child's personality, his. sets a comprehensive, deep and correct understanding of its problems as its main goal. In this regard, the following recommendations are given when working with parents: in-depth discussion of the specific results obtained during the examination of the child - this often creates great confidence in the conclusions of the consultant; parents should receive a psychological conclusion written in clear, understandable language, or they can write down the conclusions and recommendations themselves, because it allows them to think about the results of the consultation, to look for specific measures based on the conclusions, to confirm their correctness to the child allows you to check the next behavior.

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