

Analysis of Factors Influencing the Psychological Development of Children of Labor Migrant Families

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Annotation:

The article "Analysis of Factors Influencing the Psychological Development of Children of Labor Migrant Families" by Malaxat Saipova, PhD, Associate Professor at the University of Public Safety of the Republic of Uzbekistan, presents a study on the psychological impact of labor migration on children. The research highlights how the absence of one or both parents due to labor migration significantly affects the social and psychological adaptation of children, leading to feelings of anxiety, guilt, and behavioral changes. The author provides recommendations based on an original psychological support program aimed at helping children cope with these challenges.

In this study, the author uses methods such as interviews, observations, and psychological tests, including the "Family Anxiety Analysis" and "Differential Emotions Scale," to assess the emotional states of children from migrant families. The statistical analysis demonstrates strong correlations between emotional states like guilt, anxiety, and nervousness, and their effects on children's psychological development. The study underscores the importance of social-psychological support programs for these children, helping them adapt more effectively to their circumstances.

The psychological support program, "My Life is in My Hands," aims to improve the emotional resilience of children, encouraging self-awareness, personal growth, and social interaction. Through a series of exercises and interventions, the program fosters better adaptation strategies, helping children cope with their parents' absence and the resulting emotional challenges. The research emphasizes the role of educators, family members, and community workers in providing comprehensive support to children of labor migrant families.

Keywords: migration, labor, adolescent, family, social, psychology, emotion, guilt, anxiety, nervousness, behavior, change, adaptation.

Enter. The population of the whole world is in constant movement: people are born and leave this world, start a family and divorce, move from one place (state) to another for a certain period of time or forever, from one field of activity, from one social moves from one group to another, etc. All these shifts form three main types of population movement: natural, migration and social. Among them, the most diverse and difficult to understand and take into account is migration, or rather, the territorial movement of the population.

Our study is devoted to the topic “Characteristics of psychological development of children growing up in families of labor migrants”, we do not deny the impact of migration on the composition of the population, the movement of capital and the development of regions, on the legal and political culture of society, families whose parents or one of them left for labor migration We focused on the impact of this event on their children. Because the situation of social migration is reflected in the child's mind in the form of experiences related to objective external social reality. A.G.Asmolov [1] distinguishes three meanings in which psychologists use the term “experience”:

1. Experience is interpreted as “any emotionally colored phenomenon of reality that is embodied directly in the mind of the subject and emerges as an event in his personal life”.
2. Understanding experiences as aspirations, wishes and desires that directly reflect the choice of motives and goals of the activity carried out by the subject in the individual mind, and thus participate in determining the activity processes. According to A.G. Leontev, experiences appear as an internal signal that understands the personal meaning of the events taking place [3].
3. Experience - as a special form of activity that occurs in a critical situation, such as the impossibility of achieving the leading motives and plans of the subject's life, the collapse of ideals and values. The result of this activity is a change in mental reality [2].

The departure of parents or one of them for labor migration not only imposes certain tasks on children, but also affects their social adaptation, in other words, it “grows up early”. At this point, it should be said that the process of social-psychological adaptation occurs when:

- sensitivity of young and old teenagers to social events; willingness to change, need for physical and spiritual achievements; psychological, pedagogical and social trends of growth in various spheres of life; the need for recognition that is characteristic of a person at all age stages; taking into account the psychological and pedagogical characteristics of age, such as the perception of information given by a group of peers and socially important adults;
- the social development of a teenager is as follows: formation of the need for mutual relations with peers and adults; creating a team based on the children's community; if it is carried out by organizing activities aimed at developing social activity, initiative, self-realization, opening the creative potential of a teenager, gathering social experience;
- it will be effective if psychological and pedagogical support aimed at preventing maladjustment is organized for adolescents raised in migrant families.

Research methods. Interview, observation methods are used in the research, as well as “Analysis of family anxiety” by E. Eidemiller, V. Yustitskis, “Differential Emotions Scale” by K.Izard, “Diagnostics of Irrational Attitudes” by A. Ellis, “Determination of personal life values” (must-test) by P.Ivanov, E.Kolobova, E. Shostrom’s “Self-expression test” (SAT) and the author’s psychocorrection program “Cognitive relationships of mutual understanding and psychological development in migrant families” were used and the level of statistical reliability of the obtained

results Mathematical statistics were confirmed by methods of frequency analysis, Kolmogorov-Smirnov-Z, Mann-Whitney-U criterion, Kruskal-Wallis-H correlation analysis criterion.

Analysis and results. Studying the factors influencing the psychological development of children in the family of labor migrants opens the way for improving the mechanisms of organizing psychological services with them. From this point of view, within the framework of our research, the correlation between the results obtained from the methods was also studied (Table 1).

Table 1. Correlation between “SAT” and “Worry in family life” methods

Indicators	Feeling of guilt in family life	Anxiety in family life	Nervous tact in family life
Feeling the time	-0,034	0,055	0,058
Feeling the help	-0,113**	-0,011	0,017
Values orientation	0,080*	0,079*	0,110**
Flexibility of behavior	0,049	0,127**	0,095**
Self-sensitivity	0,048	0,117**	0,121**
Spontaneity	-0,073*	-0,022	-0,047
Self-respect	-0,056	0,042	0,058
Self-acceptance	0,007	0,057	0,124**
Imaginations about human nature	-0,081*	-0,022	0,034
Synergy	0,025	0,127**	0,064
Acceptance of aggression	-0,017	-0,006	0,072*
Communication- relationship	0,079*	0,090*	0,078*
The need to know	-0,090*	-0,053	-0,059
Creativity	-0,120**	-0,018	-0,021

** 0.01 correlation relationship of degree

* 0.05 correlation relationship of degree

From the analysis of these connections, it is known that an increase in the feeling of support reduces the guilt effect in family life among children from migrant families ($r = -0,113$; $p < 0,01$). The feeling of support from the family allows a migrant family child to temporarily forget about their worries and helplessness. Positive correlations have been observed between value orientation and guilt in family life ($r = 0,080$; $p < 0,05$), anxiety in family life ($r = 0,079$; $p < 0,05$), and nervousness in family life ($r = 0,110$; $p < 0,01$), indicating that the value system of migrant family children may contribute to feelings of guilt, anxiety, and family tension. Therefore, when working with individuals from this type of family, it is advisable to use existential therapy techniques that help change their values and understand the true meaning of life.

Subsequent associations were observed between behavioral flexibility and feelings of anxiety in family life ($r = 0,127$; $p < 0,01$), as well as nervousness in family life ($r = 0,095$; $p < 0,01$). This suggests that changes in behavior or an unstable emotional state can be a primary source of anxiety, tactlessness, and irritability among individuals from migrant families. Additionally, there is an increase in sensitivity, which means that the tendency to search for guilt in everything and react to the attitudes of those around them contributes to the manifestation of anxiety in family life ($r = 0,117$; $p < 0,01$), and nervousness in family life ($r = 0,121$; $p < 0,01$) in their behavior.

The connection between spontaneity and the guilt effect in family life ($r = -0,073$; $p < 0,05$) has also been noted, allowing a child to reduce the level of guilt by trying to accept life as it is without asking too many questions of themselves. The increase in the acceptance of aggression from the

family sets the stage for the maximum attainment of the level of nervous tact ($r=0,072$; $p<0,05$) in a person's family life.

The next indicator of affiliations, which took place from the study, will be devoted to the analysis of anxiety in family life and differentiation of emotions (Table 2)

Table 2. Correlation relationship between “Emotion differentiation” and “Anxiety in family life” methodologies

Indicators	Feeling of guilt in family life	Anxiety in family life	Nervous tact in family life
Interest	0,013	-0,052	-0,035
Happiness	-0,076(*)	-0,113(**)	-0,015
Enthusiasm	0,035	-0,026	0,051
Grief	0,218(**)	0,244(**)	0,242(**)
Anger	0,175(**)	0,165(**)	0,201(**)
Suspicion	0,163(**)	0,216(**)	0,261(**)
Disgusting	0,095(**)	0,058	0,046
Fear	0,165(**)	0,173(**)	0,151(**)
Shame	0,070	0,081(*)	0,169(**)
Guilt	0,058	0,088(*)	0,133(**)

** 0.01 correlation relationship of degree

* 0.05 correlation relationship of degree

From this analysis, it is known that an increase in the emotion of joy leads to a decrease in the feeling of guilt in migrant family children ($r=-0,076$; $p<0,05$), as well as a decrease in the feeling of anxiety in family life ($r=-0,113$; $p<0,01$). Therefore, it is important to be interested in activities that will give them more joy.

With an increase in grief, family guilt ($r=0,218$; $p<0,01$), feelings of anxiety in family life ($r=0,244$; $p<0,01$), and nervous tact in family life ($r=0,242$; $p<0,01$) also increase. This allows a frustrating gap effect to occur in the individual. With increased anger, family guilt ($r=0,175$; $p<0,01$), feelings of anxiety in family life ($r=0,165$; $p<0,01$), and nervous tact in family life ($r=0,201$; $p<0,01$) also increase. This allows irritability, nervous tension to occur in the individual."

With increased suspicion, family guilt ($r=0,163$; $p<0,01$), feelings of anxiety in family life ($r=0,216$; $p<0,01$), and nervous tact in family life ($r=0,261$; $p<0,01$) also increase. This helps to shape the individual's search for evil beyond the normal circumstances of the family, hatred of all family members, and dissatisfaction with family life. From these associations, it is becoming clear that special importance should be attached to diagnosing emotional states in correctional work.

The psychological support program for successful adaptation, developed as part of the research, is a multimodal training aimed at helping migrant children with problems of social and psychological adaptation in the community 'My life is in my hands'. The main goal of the program is to help migrant children understand themselves and develop personal potential, as well as to develop behavioral strategies that allow for adequate interaction with representatives of the host culture and help them effectively adapt to the new society. During the implementation of this program, migrant children will gain social-psychological experience in interacting with others, understanding and accepting their individual psychological characteristics and inner world. This not only facilitates achieving harmony with the social environment but also ensures their further development. The following exercises are designed to correct deviations in these aspects."

Exercise: "Defender"

Purpose: To increase motivation to participate in group work

Required time: 10 minutes.

Process: All participants begin to move quietly around the room. The following instruction is given: "Choose one of the group members and imagine that you are afraid of them. Continue moving around the room, but maintain the largest possible distance between yourself and the person you fear. Do not show that you are avoiding them. Next, choose someone who will be your protector. Ensure they are unaware that you have chosen them. As you move around the room, try to keep your defender between yourself and the person you fear. Act promptly." The presenter counts to 10, and everyone stops moving at the count of "10." At the presenter's request, each participant reveals who their protector is and who they fear.

Exercise: "Stand in a Circle"

Purpose: To increase group unity.

Required time: 5 minutes.

Process: Participants gather in a single line around a psychologist. Upon the command "Start," everyone closes their eyes and moves freely in any direction, avoiding overtaking others. Participants should also hum like bees collecting honey during this movement. Upon hearing a clap signal, participants immediately stop moving and freeze in place. Without opening their eyes or touching anyone, participants are instructed to form a circle.

Exercise: "Flood"

Purpose: To reduce the distance between participants and bring them closer together.

Required time: 7 minutes.

Auxiliary materials: Chairs (half the number of participants). Process: Participants are invited to walk slowly around the room, imagining themselves on a beautiful island where the sun shines, birds sing, fish swim, and the smell of flowers fills the air. Suddenly, they imagine water beginning to rise and touch their feet, gradually flooding the island. The flood comes quickly, prompting everyone to seek the highest ground (chairs placed near the center of the room). Participants are encouraged to utilize this opportunity, keeping in mind the principle of "no resentment, even in tight spaces."

In conclusion, implementing the recommendations from the author's program can help identify and address adverse family dynamics resulting from feelings of guilt, anxiety, and heightened sensitivity among adolescents with parents engaged in labor migration. This approach aims to mitigate hostility towards family members and reduce dissatisfaction with family life. Collaboration among extended family members, educators, school psychologists, and community specialists from the Neighborhood Citizens' Assembly will be crucial in achieving effective outcomes.

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