



## SOCIAL AND ETHNO-PSYCHOLOGICAL ISSUES OF DIVORCE IN UZBEKISTAN AND EXERCISES AIMED AT PREVENTING THEM

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**Abstract:** This article highlights exercises, trainings, and games aimed at identifying family values, understanding family roles, enhancing communication within the family, and resolving existing family conflicts

**Key words:** Family, Psychological training, Family values, appropriate behavior, "child's position", "adult's position", "parent's position".

Enter. Although the family is considered to be the leader of universal human values in the world, due to the changes in family and marriage relations, the factors of deterioration of marriage relations are increasing, it is becoming more urgent to pay special attention to the issues of preventing family divorces and stabilizing family-marriage relations in the society.

In recent years, in our country, strengthening the institution of the family, strengthening the educational potential of the family, preserving traditional family values in society, improving the moral and moral environment in families, improving the normative and legal aspects, effective methodical, consultative and practical for families. The strategic tasks of creating an effective system of assistance are defined and the necessary foundations are being created: to improve relations between mother-in-law and daughter-in-law, to introduce mechanisms for practical resolution of conflict and difficult living conditions in the family..." based on the principle of introducing new forms and methods of organizing work with families in the situation, finding new theoretical solutions aimed at deepening scientific research on the improvement of the system of psychological measures to prevent and eliminate family separations opportunities are being created.

The main part. Psychological training games include exercises to determine family values, understand family roles, develop family communication, and resolve existing family conflicts. Students' ideas about their future family life are formed in the format of a live conversation. The result of each activity is a work created by the students.

As a result of the trainings, the family values of the students are determined, and the expectations of the students from their future family life are discussed.

The purpose of psychological training games is to prevent parental and interpersonal conflicts, as well as to support family relationships.

Tasks of psychological training games:

1. Determination of family values of students;
2. Formation of ideas and expectations for future family life

Family scenarios.

The game directs the participant's attention to certain situations in his life, the life of his family and friends, shows the strengths and weaknesses of the family system, and thus answers relevant questions.

The moderator of the training game works with the family system and does not interfere with the life experience of the players, their own family scenarios. This, even in the group format of the game, allows the implementation of the principle of confidentiality of psychological support, allows the client to keep family

secrets, to get close to the family history in the game and to achieve results.

The player chooses a request for the game according to three main criteria: family theme, relevance of the request and "about yourself" request. Entry into the game is made by rolling dice (6 on the entry die). This is the stage to learn the relevance and validity of the request, as well as an opportunity to understand for yourself at what point in life the player is in making the request.

Next, the player selects character cards to create a family system. Each playing card offers to study some type of family relationship, behavior model, one or another reaction reinforced in the family system.

The game uses energy chips as markers that allow the player to see what state the family system is in when experiencing a certain event at any point in the game. Due to the cancellation of cards, the player has the opportunity to "rewrite" a certain scenario by choosing a different reaction or behavior strategy.

Neutralizing Moralization.

The psychological training procedure in the group is aimed at developing the ability to neutralize morals in the family (the so-called "parental position").

The beginner introduces the basic concepts of transactional analysis: "child position", "adult position" and "parent position". These positions give examples of how they manifest in communication. "Position of parents" is considered in more detail: moralizing, emphasizing what should be done, the tendency to appeal to certain "universal values", most of which are at the discretion of the interlocutor.

Examples of judgments that can determine whether the interlocutor has a "parental position":

We must always speak only the truth. We have to think about the interest of the community. We should respect the elderly. A man should earn good money. Men don't cry. A woman should look beautiful. A woman should know how to cook. A man should not show weakness. The presenter gives an example: "If someone tells me that every woman should know how to cook, what can I say? For example, most business women do not know how to cook at all. If he has time, he spends it on raising children, self-education, and recreation. And they eat in cafes and restaurants. If someone says that a boss should never show weakness to his subordinates, what can he say against him?. Subordinates learn the weaknesses of the boss and appreciate his strengths more.

The presenter invites the participants to represent one of the above. The rest of the participants should offer options to neutralize these judgments. The more such options, the better.

There will be a discussion at the end. How to destroy morals without offending your interlocutor? What are the general schemes for neutralizing maxima? The answer to the last point suggests itself: in general, agree with the interlocutor, but note that there are a number of exceptions ("Yes, I agree that we should respect our elders, but we should oppose There are cases. The elder will have his own opinion, and I am grateful to you for that."

Children - adults - father - mother.

The training aims to show participants the characteristic differences between the "child position", "adult position" and "parent position".

The moderator prepares three separate chairs. He calls for three volunteers. He divides the roles between them: one is "child", the second is "adult", and the third is "parent". He explains the rules:

The rest of the participants take turns remembering some event that recently happened to them (important or not important) and announce this memory,

- The presenter, meanwhile, stands behind the volunteers after each one.

Memories he puts his hand on the shoulder of one of the three "child-adult-parent", according to which this participant must somehow react to what he heard

memory, but react according to your role,

- "child" has a violent, emotional reaction, may shout or clap

hands can express their desires or feelings out loud ("I want this too", "I would be upset", "this incident completely upset me", etc.)

- "adults" behave coldly, rationally, try to rely on facts

and draw logical conclusions ("obviously another person was involved", "the story is instructive, although it does not interest me personally", "the truth is that next time he will be more careful"),

- the "parent" responds with a sarcastic laugh or a disapproving shake", leads, gives instructive lectures, uses words ("don't be such a fool", "measure seven times, cut once ", "all men are the same").

After fifteen to twenty stories, a "structural change" occurs and new volunteers are selected. If the presenter is not satisfied with the performance of the previous "actors", he gives advice to new volunteers. There will be a discussion at the end. What other characteristic gestures and words are there for each position? Any real life examples?

### **"Tree of family values" exercise**

Each training participant receives an empty "Tree of Family Values" and an approximate list of possible values (to facilitate the movement of participants).

The task of the participants is to rank the values:

The most important ones are placed in the root system, they are not left under any circumstances.

is essential to the trunk, but can be omitted in some cases. Very - desirable but not mandatory values.

It is explained to the participants that they can use the advice from the list and add something for themselves.

List of possible family values:

respect, caring for each family member, family holidays, financial security, health, love, understanding, common goals, family traditions, common hobbies, education, communication between generations, spending vacations and holidays together, comfortable housing, children, sports, high-paying work, having mutual friends, traveling together, knowledge, loyalty, dignity, creation, respect, beauty, happiness fun, physical strength, teamwork, principles, mastery, loyalty, career growth, trust.

At the discussion stage, the results of the work are presented, different trees are compared and similarities are identified.

### **Conflict management.**

Team members pair up any conflict situation and apply the following principles of conflict management:

Complete control of your emotions, which, as a rule, prevents you from evaluating what is happening;

Analysis of the real reasons for the conflict, which may be hidden behind imaginary reasons;

localization of the conflict, that is, establishing its precise scope and striving to narrow the field of conflict;

refusal to pay attention to self-defense, because the enthusiasm for defensive actions usually prevents timely reporting on changes in the situation and behavior of the conflicting party;

reformulation of the opponent's arguments, it should not be deliberately rejected, but it is better to try to translate them into understandable language, highlighting the semantic points that support them.

During the discussion, the group decides which pairs found the most constructive way out of the conflict.

### **Can you help me?**

The group is divided into small groups of 3-5 people each. The following roles are written on the board: mother, father, eldest child, youngest child, grandmother, grandfather and neighbor.

The facilitator asks each group to think about how the same information changes in different situations and with different people, depending on the form of the statement. Then he gives instructions:

"How successful are we in what might be called 'appropriate behavior'—reactions appropriate to the situation, the place we find ourselves, the people we interact with?"

There are several situations on the cards that each group receives. Choose one of them and start.

- I need help! - you will contact different people and get it

in response to... Let's see how each person listed on the board can answer your question.

Let's structure the case as follows:

- Decide for yourself which type of activity will be discussed in each small group

speech, what kind of help do you need;

- Everyone tries to mentally imagine (you can

Necessary notes), which of the listed characters can be connected with and how the dialogue scene develops;

- In the next step, all dialog options are played with everyone in the group.

The characters you choose. each member of the mini-group can take part in an improvised dialogue scene, show the group their views on the situation, show their own version of the scene with their partner;

- The last stage is the discussion. To make it effective and special, each small group can use a sheet with questions:

How do the options you prepared in advance match the group's shared understanding of how the situation will develop?

After hearing the opinions of other team members, do you think your options are optimal?

Do you think your version is calmer, more aggressive, more neutral, more intelligent than other people's versions? Does the answer you chose reflect the way you would behave in a real family environment?

What did you find inappropriate in your group mates' attitudes and suggestions? What surprised you? What are you willing to agree to?

Below are some examples of situations. It will not be difficult for any presenter to offer situations related to issues relevant to the participants.

Card 1

In a few weeks you will celebrate your wedding day. I want to spend this day in a special way. You have some ideas about it, so "Can you help me?" ...

2nd card

Your child has missed one of the school subjects. Your partner thinks you are not spending enough time with your child. A career is great, but my son's problems also require urgent solutions. Can you help me? ...

3rd card

After a family quarrel, you feel very uncomfortable. I want to establish peace, I want to destroy the stormy atmosphere that has been reigning in the house for two days, which prevents everyone from living. Even the children have noticed that there is a serious disagreement between their parents and are waiting for the conflict to be resolved in the end. "Will you help me?"

4th card  
Finally, after a wonderful family celebration, your guests leave. What the apartment looks like after hosting twenty guests, half of whom are children. An hour later, the program you've been dreaming of watching for a month starts on TV, but the table is in disarray, overflowing toys are scattered all over the apartment. "Will you help me? ...

5th card

You are seriously worried about a seminar you have to prepare for your colleagues in the department. Many options, plans, ideas accumulate in your head and do not want to fit into any coherent concept. Time is running out, but no solution has been found... Who do you turn to?

The facilitator invites everyone to a meeting for discussion.

Participants are asked to independently determine what is important to them in the exercise, its benefits and learning opportunities. The facilitator encourages everyone to speak and summarizes the speeches.

**Summary.** Based on the identification of the socio-psychological causes of family divorces in Uzbekistan, it consists in developing proposals for the improvement of measures to prevent and prevent family divorces. Indicators are based on reliable scientific sources. Factual analysis based on socio-psychological questionnaires, designed to study family roles and values, aimed at studying the interaction of spouses in conflict situations.

In social psychology, the negative consequences caused by the breakdown of marriage have always been one of the topical issues, for the same reason, many scientific studies and scientific works have been published on this problem. Complications of divorce in researches, its

The causes, motives, socio-psychological characteristics, influence on the former spouses and the psyche of their children were highlighted in a certain way.

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