

ANALYSIS OF METHODOLOGICAL SOURCES OF PSYCHOLOGICAL PROTECTION POSSIBILITIES

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<https://doi.org/10.5281/zenodo.10449938>

Abstract. *The article is devoted to the study of the relationship between psychological protection and personality traits, as well as to the identification of its socio-psychological components. In this regard, special attention is paid to the development of scientifically based ideas in the study of problems related to the formation of psychological protection and its development, socio-psychological characteristics, emotional and emotional states, and influence on psychological mechanisms.*

Key words: *psychological protection, socio-psychological component, personality traits, socio-psychological characteristics, emotional and emotional states, psychotherapy, psychocorrection.*

АНАЛИЗ МЕТОДИЧЕСКИХ ИСТОЧНИКОВ ВОЗМОЖНОСТЕЙ ПСИХОЛОГИЧЕСКОЙ ЗАЩИТЫ

Аннотация. *Статья посвящена исследованию взаимосвязи психологической защиты и свойств личности, а также выявлению ее социально-психологических компонентов. В связи с этим особое внимание уделяется разработке научно обоснованных представлений при изучении проблем, связанных с формированием психологической защиты и ее развитием, социально-психологическими особенностями, эмоционально-эмоциональными состояниями, влиянием на психологические механизмы.*

Ключевые слова: *психологическая защита, социально-психологический компонент, особенности личности, социально-психологические особенности, эмоционально-эмоциональные состояния, психотерапия, психокоррекция.*

It is also very important to know what role psychological defense plays in the psychological development of a teacher, whether it complicates or contributes to his further improvement. Understanding that psychological defense can act in certain conditions as a beneficial or negative phenomenon for a teacher inhibits the development of the psyche and creates new problems in the psychological preparation of teachers for work. In the research of psychologists, the problem of psychological protection of teachers has not been fully studied. It is characterized by identification, differentiation and study of teacher behavior and types of communication, and effective use in working with teachers. From a practical point of view, the question arises whether the behavior, skills and qualifications of teachers can be nurtured and developed.

The results of the study can be used together with various specialists in the process of psychological training of qualified teachers, in the formation of their important qualities, in the provision of psychotherapeutic, psychocorrectional, rehabilitation and other psychological services to teachers. The problem of psychological protection of teachers has not been studied fully and systematically by psychologists in modern research and practice of the teacher training process. Psychological protection is a psychological phenomenon that arises as a result of the work

of teachers. Psychological defense protects a person's consciousness from negative thoughts, an important individual psychological mechanism of any activity, is multifunctional in nature, is part of the teacher's motivation and is activated in extreme situations that threaten the integrity of a person's "I" concept. The manifestation of psychological defense in teachers affects their cognitive sphere, gender, age, individual psychological qualities and emotional states; they understand subjectively important stress factors and this determines the content of the teacher's thinking. The degree of formation, stability, flexibility, variability and effectiveness of teachers' psychological defense depends on their success or desire not to make mistakes in their activities, and the pedagogical abilities of the teacher. Psychological defense mechanisms are characterized by typical, individualized manifestations and significantly influence their individual psychological characteristics. Based on the results of the study, it was established that the formation and development of psychological defense is very important and necessary in the work of a teacher. The study revealed the need for psychological protection not only in the work of a teacher, but also in the personal life of a teacher.

Psychological defense is a modern psychological concept, as well as one of the most important areas of psychoanalysis. Analysis of psychological sources on the formation of psychological defense allows us to identify a number of reasons for the complexity and inconsistency of defining the problem under study as an object of scientific research of this phenomenon. First of all, the phenomenon of psychological defense was first scientifically noted in psychoanalytic theories and subsequently studied in depth by S. Freud in various branches of psychology. Among the reasons for abandoning psychoanalysis, modern researchers put ideological factors in first place. Throughout human history, the persistence of unconscious actions and their constant and uncompromising resistance to social norms have significantly limited the spread of psychoanalytic ideas throughout the world. In modern psychology in many countries, psychoanalytic concepts that involve the creation of a new society are negatively perceived. A critical attitude towards psychoanalysis, its specific methodological approach: reductionism, naturalization of a person's mental and social life, clinical, psychopathological personality factors, a number of studies have been conducted on the formation of behavior. It was difficult to constantly focus on the dominance of the unconscious, to experimentally test the conflicts between consciousness and the unconscious.

The phenomenon of psychological defense was discovered in the practice of psychoanalysis and studied by many researchers as part of their scientific research. Although researchers studied the problem of psychological defense and chose it as a scientific object of study, they did not give a strictly substantiated definition of this phenomenon of mental life. The concepts of psychological defense may be far from each other in terms of tracking performance results, real stimuli, time and space. From a behaviorist perspective, the distinction between unconscious actions and their motives was considered important for psychological defense. All this led to the appearance of special facts in the scientific literature and made it difficult to identify the problem. In addition, some psychological mechanisms are closely related to each other. Therefore, it is not easy to distinguish them from each other, and their boundaries can be determined conditionally.

Despite the lack of a unified approach among scientists to the mechanisms, types and forms of psychological defense, as well as its role in the organization of human behavior, information from the scientific literature allows us to conduct a brief comparative analysis of the main points of view on psychological defense. phenomenon being studied. Thus, psychological defense can be characterized as a set of methods for consistently changing the components of cognitive impact. Such mental changes and processes are carried out due to the individual characteristics of a person. The scientific study of the ontogenetic development of psychological defense is an important process. They develop as a unique means of socio-psychological adaptation and help to overcome various negative emotions in cases where a person's experience and some negative consequences of experiences manifest themselves. Psychological mechanisms have characteristics of polarization, intensity, and differ in criteria of simplicity or complexity depending on the time of their formation in ontogenesis and the participation of consciousness in real activity. Appropriate psychological defense behavior is divided into constructive and destructive criteria depending on the compatibility of social expectations. However, since life's problems represent a complex set of conflicts, they require the development of various psychological mechanisms for conflict resolution.

Among Russian psychologists, F.V. Bassin made a great contribution to the development of the problem of psychological defense from the point of view of attitude theory. He criticized psychoanalysis for its lack of a scientific basis and studied the phenomena arising in the practice of psychoanalysis on the basis of dialectical materialism. In particular, F.V. Bassin criticizes the position of psychoanalysis on psychological defense and believes that "defense is the last resort of emotional stress that arises as a result of the conflict between consciousness and the unconscious and is at the disposal of the subject". The idea of such antagonism between consciousness and the unconscious was considered controversial by F.V. Basin. He stated that the main factor of protection from external influences is the reduction of the subjective significance of a mental disorder of the mind. According to the research of F.V. Basin and some other researchers, for example, B.V. Zeigarnik, A.A. Nalchadzhyan, E.T. Sokolova, psychological defense is a normal and everyday working mechanism of the human mind. At the same time, as mentioned above, F.V. Basin emphasizes the importance of protection in order to eliminate various stresses in spiritual life. In his view, protection prevents a person from behaving erratically. This distortion occurs not only when consciousness and the unconscious collide, but also when a conflict arises in a completely conscious attitude. In his view, protection prevents a person from behaving erratically. According to the scientist, the main process of psychological defense is the restructuring of the system of relationships aimed at eliminating excessive emotional tension and stress, preventing behavioral disorders.

At the same time, F.V. Bassin, as noted above, shows that protection is of great importance for eliminating various stresses in life. In his opinion, psychological defense can prevent human behavior disorder. This situation arises not only when the conscious and unconscious collide, but also as a result of a conflict between attitudes.

In modern literature on psychological protection, the concept of "I" is widely used, meaning the commonality of all ideas about the person himself. In this context, psychological defense means protecting or limiting the concept of self, preserving the integrity of the human

mind so that it can function smoothly in the waking state. The cognitive or descriptive component of the concept of self is called self-image, and the attitudinal or affective component is called self-esteem. Behavioral reactions caused by the image of “I” and self-esteem constitute the concept of “I”. General positive self-esteem, determined by a positive self-image, is a necessary condition for the life of any person. Otherwise, life itself becomes a factor of constant suffering for a person, leading to psychological exhaustion, self-destruction and, finally, death. In other words, a person cannot consider himself “bad” or think that “bad” things will always happen in his life.

Therefore, psychological defense protects the integrity of his self-concept. It is worth noting that in order to establish and maintain the stability of a positive self-image, a person does not need to be actually safe, to show real independence and competence. In addition, any sincere (spontaneous) efforts to solve problems of adaptation or satisfaction of needs may trigger other pressing problems or critical needs. To overcome this conflict, protective mechanisms are ontogenetically developed, allowing a person to solve universal problems using the cognitive-affective method, satisfy basic needs and ensure adaptation.

Psychological defense eliminates conflict situations between emotions or their combination. It is necessary to protect a person from feelings of fear when a person's life experience has gone through such negative consequences. Psychological defense distorts images of various forms in the brain and ensures the stability of the indirect expression of the original feeling. Violation of these images to a certain extent ensures social and biological adaptation of a person. If it exceeds the level of adequacy, then an incorrect perception of reality indicates deviant behavior. Then social maladaptation is formed, destabilizing the positive “I” in the individual. Severe mental stress or, in other words, internal conflicts require more intensive work of defense mechanisms. The result is a distorted and potentially negative state that can only be corrected by psychotherapeutic intervention. If the main task of psychological defense is to maintain a positive image of “I” in the face of any threatening changes in the external world, then its formation should be directly related to the first negative experience of self-expression.

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