



# THE MODEL FOR THE FORMATION OF CONSTRUCTIVE PSYCHOLOGICAL PREVENTION

**M.Kh.Fayzieva**

*Associate Professor, The Department of Psychology, Karshi State University*

## ABSTRACT

*In this article, the model for the formation of constructive psychological protection, conditions of formation of psychological prevention and overcoming destructive methods of protection, different psychological theories, strategies of formation of constructive psychological protection are included in the system of world perceptions overcoming, certain alters in the level of consciousness, removing the typical boundaries of thinking for mankind, and gaining additional opportunities for creativity are widely included.*

**KEYWORDS:** *Constructive defense, psychological defense, the model of formation, destructive defense, psychological theories, cognitive component model.*

The model of formation for a constructive psychological prevention is based on the theoretical analysis of the research problem as well as the definition of psychological and pedagogical circumstances for the formation of constructive psychological protection of the person.

The conditions for the formation of constructive psychological defense and avoiding destructive methods of defense have been discussed in distinctive psychological theories. The idea of overcoming psychological defense mechanisms was first proposed by Z formed by Freud. One of the main psychotherapeutic roles of psychoanalysis is the consciousness of the patient about the use of psychological defense mechanisms, the effect of which is fully eliminated (12).

An active position in the relationship is occupied by psychotherapy, which reverses the regressed by squeezing the mind and eliminates the destructive application of psychological protection. In the humanistic psychology, protection is considered as a method of incongruent behavior, the formation of constructive defense is assumed to be carried out through methods of obtaining congruence.

K. Rodgers initially took responsibility for tackling such as, believing that the primary goal of psychotherapeutic practice was to create conditions for self-acceptance and self-actualization of the client's personality. (13) The main task of the therapist is to reduce the client's safety and create an incident in which they can objectively see their true feelings,

thoughts, and contradictions. By the help of a therapist, the client receives, comprehends, processes, and assimilates the experience specific to "his or her inner life". Constructive methods of defense are shaped as a consequence of self-acceptance, analysis of the situation, besides, work on oneself. Gestalt therapy is achieved by overcoming destructive psychological protection, using awareness techniques, and moving the patient toward maturity. The condition for maturity is to perceive the hierarchy of their requirements, to establish an external and internal balance.

L.I.Wasserman and co-authors point out that there are currently two approaches in psychotherapy that involve various ways of working with psychological defense mechanisms. The first approach of psychological protection in psychotherapy presents the optimization of methodological defense mechanisms, which are considered as the normative mechanism of the psyche. Correcting a bad condition and behavior with such an approach involves emphasizing, improving, or strengthening adequate defense mechanisms (steroid-regression, psychoasthenic-rationalization, etc.) for that individual. For this crucial reason, the structure of one's own psychological defense is not comprehended and possible ways of reshaping it are not considered. This variant of psychotherapy is efficacious in working with sick people. The second approach is to help the individual formulate a constructive coping strategy in complex life circumstances based on an understanding of the



psychological mechanisms applied. This version of the psycho-correction work is used to work with healthy people.

R.M.Granovskaya, In the vast majority of her scientific works, I.M. Nikolskaya explores the pathological effects of protection, which mask both the hardships of life and are less powerful along with less well known about their activities. The authors suggest the following strategies of shaping constructive psychological defense: behavioral alteration, emotional stability, and increased self-consciousness. (14)

G.V.Grachev recommends the following stages in the process of psychological self-defense of an individual in the context of manipulative affect:

- Timely determination of the fact of manipulative affect and its direction;
- Predicting the probable purpose and outcomes of the impact (changes in behavior, attitudes, attitudes);
- To form an adequate response to their actions in a situation of manipulative influence.

The above allows to create a model for the formation of constructive psychological protection of future psychologists. The methodological basis for modeling is a multi-level approach theory. Any improvement is a forward-looking alteration of material and ideological objects. Determining the quantitative assessment of the development process leads to a new qualitative state. The criteria for determining the level of novelty are: elements belonging to classes of different complexity, the specificity of the laws of each level, the higher laws and systems that are subject to lower level laws and systems; the origin of each subsequent level system from the previous basic structures. (4)

The mechanism of transition from level to level: the complexity of the structure, the simultaneous improvement of the elements and the structure. The sample contains the features identified above. Components involve structured knowledge and skills. Basically, the model is ideal as well as descriptive-symbolic. It is a determinant in task modeling and a reliable approximate part for the level of accuracy. It is relatively complete in terms of abstracting the features of the original. The methodological basis for determining the levels of this model is theoretical knowledge.

The two principal fundamental forms of scientific knowledge, or the components and levels of scientific knowledge: empirical (based on observational and experimental data) and theoretically objective reality, concentrate on a comprehensive knowledge of its necessary connections and relationships. These two types are interrelated in the complete structure of scientific knowledge. Empirical results define new tasks for theoretical knowledge, and theoretical knowledge identifies and directs empirical results. Empirical results rise in their enhancement from the spontaneous phase of observation to the phase of a newly given experiment. These methodological positions made it possible to identify three levels in the proposed

model of the formation of constructive psychological defense: spontaneous, empirical and theoretical:

The degree of spontaneity is characterized by the spontaneous functioning of the system of psychological protection of the individual.

The empirical level is characterized by a person's reflexive self-control over their own behavior, an understanding of the personal characteristics that are manifested.

The theoretical level represents the activity of the psychological prevention system, taking into account the consciousness of personal characteristics, as well as the system of knowledge and skills about the psychological protection system and its possible manifestations.

The cognitive component allows the model to function at a theoretical level defines the resources of human constructive activity. The component includes a system of knowledge about himself and the psychological protection of the individual. The transition from one level of the model to another results from quantitative and qualitative changes in the model elements.

We demonstrate the components of the model according to the activity levels.

The spontaneous level of the model:

1.1. Emotional

1.2. Behavioral

The spontaneous degree of the model of formation of constructive psychological protection. The level of spontaneity is characterized by elements: emotional (1.1.) And behavioral (1.2.). The emotional element of the model (1.1.) Is characterized by a system of psychological protection of the individual in the model, which is characterized by unconscious use at the level of spontaneous activity, high general tension (more than 50%) using primitive mechanisms: "denial", "migration", "place" replacement ", "regression".

At the spontaneous level, any try to resolve the situation is manifested in the prevention itself.

The "push" strategy permits you to temporarily alleviate tension by switching to a certain type of activity, imagining, which significantly weakens the resolution of the problem situation.

Therefore, at the spontaneous level of model activity, there are no contradictions that activate the system of psychological protection of the individual, besides, their importance is artificially reduced, which does not allow constructive action.

The next level of model activity is empirical, and we discuss its specific features.

The empirical level of the model:

2.1 Reflexive

2.2. Emotional

2.3. Behavioral

The empirical level of the model of formation of constructive psychological protection



The transition to the empirical level of the spontaneous model is introduced by the introduction of a condition: awareness of personal characteristics (involving psychological protection). These psychological and pedagogical conditions are realized in the diagnostic and theoretical blocks of the special course "Problems of constructive psychological protection of the person".

Element 2.1. this is partly portrayed by 'projection', 'rationalization' protective mechanisms manifested at the level of consciousness, which allow for partial elimination of difficulties in activity and communication. The overall intensity of psychological defense mechanisms is moderate (42-50%).

The "projection" mechanism is manifested in the transfer of responsibility for events to other individuals, but the semantic processing of the content of the situation is determined. The "rationalization" mechanism permits the student to explain the causes and consequences of the current situation through logical operations.

Element 2.2. using an individual's "problem-solving" imitating behavioral strategy allows the individual to solve a problem situation, using a strategy that uses the maximum amount of its resources to achieve the goal.

Element 2.3. shows a person's ability to recognize and evaluate inner mental actions and states

Element 2.4. Features of self-awareness in the studied model are characterized by: self-esteem, self-control activities.

Self-assessment supplies a link between various attempts to overcome difficulties. Adequately self-respecting students do not interpret every event as a stressful situation due to the effective functioning of psychological protection, by knowing their abilities and opportunities to implement them. Students with low levels of self-esteem have high levels of anxiety under the affect of threats, feeling that they are unable to resist the threat. The psychological defense system is ineffective for them. In the model under study, self-monitoring is designed to analyze as well as regulate the manifestations of the psychological defense mechanisms used. The activity indicator evaluates the intensity of the efforts made to solve the problem situation. Thus, the empirical level of model activity is determined by a person's comprehension of actions and behavior. This level may be sufficient for individuals who are not involved in professional activities when communicating with people. The transition from the empirical to the theoretical level of the model is achieved through the introduction of conditions: an understanding of personal characteristics (including psychological protection), the acquisition of a system of knowledge about the activities of psychological protection. The established psychological and pedagogical conditions are realized in diagnostic, theoretical and instrumental blocks of the special course "Problems of constructive psychological protection of the person".

The theoretical level of the model

3.4. Cognitive

3.3. Reflexive

3.2. Behavioral

3.1. Emotional

Indicator 3. The theoretical level of the model for the formation of constructive psychological protection.

Consider the performance of a theoretical-level model represented by elements: emotional (3.1.), Behavioral (3.2.), Reflexive (3.3.), And cognitive (3.4.).

Element 3.1. characterized by mature mechanisms of psychological protection: "compensation" and "hyper-compensation". The use of mechanisms is consciously recognized by the individual, allowing them to justify the reasons for actions to resolve conflicts.

The overall tension of the protection mechanisms is low (less than 40%).

The functioning of the psychological protection mechanism of "competence" allows the student to overcome difficulties by realizing their abilities in similar activities.

The "hyper-compensation" mechanism restores and relies on the learner's motivational system in figuring out problems.

Element 3.2. is defined by a "social support engine" strategy.

The implementation of the "Social Support Expectation" strategy is accompanied by a search to discuss and activate the conflict condition in the process of solving its problems in the surrounding social environment and analyze it based on appropriate opportunities.

Element 3.3. defines awareness of personal characteristics as a combination of advantages and disadvantages based on self-assessment and self-control.

Element 3.4. the system of knowledge and skills about the individual, the system of psychological protection of the individual, characterized by efficient also constructive ways of its implementation. The level of theoretical activity of the model is characterized by the use of psychological protection, taking into account the awareness of individual characteristics, and the system of knowledge and skills about the system of psychological protection and its possible manifestations. This level of modeling is necessary to enhance the constructive abilities of future psychologists. Therefore, the model for the formation of constructive psychological protection of future psychologists is characterized by three levels of its activity: spontaneous, empirical and theoretical:

The degree of spontaneity is characterized by the spontaneous functioning of the system of psychological protection of the individual.

The transition to the empirical level of the spontaneous model takes place when an appropriate condition is imposed on the individual: awareness of personality traits (including psychological protection).(16)



Psychological protection of the individual is provided by defense mechanisms and often behavioral strategies (actions aimed at solving individual problems). Together, they represent interrelated forms of adaptation processes and an individual's response to stressful situations.(17)

Psychological protection is constructive if it is characterized by the following characteristics: adherence to social values, norms and rules; its activity is based on the processes of thinking, particularly envisioning; its activities are carried out consciously, controlled by reflection; constructive psychological protection involves a much broader usage of defensive defense mechanisms; ensures external socio-psychological adaptation and satisfactory resolution of the pivotal functions of the individual; constructive psychological protection in interpersonal relationships ensures the progressive improvement and socialization of the individual. During the preparatory stages of the psychologist showed the need to take into account not only the level of professional knowledge, skills and abilities, but also the formation of constructive methods of psychological protection. Its activities allow the subject of professional activity to find an optimal way out of the difficulties of life. Constructive psychological protection required three levels of modeling:

At the spontaneous level, the spontaneous functioning of the system of psychological protection of the individual is observed. The transition from the spontaneous level of the model to the empirical level is achieved by introducing a condition: the psychologist's comprehension of personality traits (including psychological protection). At the empirical level, an individual's reflexive self-control over his or her own actions as well as behaviors and awareness of the individual characteristics manifested takes place.

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