

Social Psychological Properties Of The Inspection Of The Mechanism Of Psychological Protection

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Abstract: This article is based on data collected during studies of adolescent protection mechanisms, and mainly analyzes the relationship between the psychological views of foreign psychologists and draws conclusions based on the methodology of researching the problem.

Index Terms: behavioral control, coping strategies, defense mechanism, theory of "two factors", perceptual-psychological defense, psychological defense of an individual, sensory-psychological defense.

1. INTRODUCTION

THE problem of psychological defense has always been one of the most acute problems of mankind. In the end, the social development of a person, his activity as a person and his progress in self-development are largely dependent on this process. It is important to note that if people have sufficient knowledge about their specific range of psychological abilities, achievements and shortcomings, they can easily overcome any setbacks for life, use their full potential and, in a word, have a deeper, more positive picture of themselves. And this opens up great opportunities for the formation of ideas of special social value. Indeed, in this process an important role is played by the education and training system, its essence and the principles of psychological protection of a person in extreme situations, contributing to the improvement of the education system. The basis of all successive reforms implemented in Uzbekistan is a set of measures to ensure the individual and his / her social development with psychological approaches in this regard. In the end, it's very difficult for any person to give the person the results that he or she needs in the current situation, without an adequate assessment of the specific psychological capabilities associated with the environment.

2 RESEARCH METHODOLOGY

We believe that when explaining the methodology of psychological defense in extreme situations, it is necessary to pay special attention to the role and prospects of some studies on understanding the emotional state of a person, as well as the analysis and development of the process of social responsibility. For example, the mechanisms of emotionally-differentiated differentiation in the organization of labor by F. Herstberg and his followers were studied. According to this study, the main focus is on creativity, independence, self-awareness, development of work, emotional experiences that positively affect a person's performance, and, conversely, only technical working conditions, negative emotional experiences. it seems. Indeed, unless positive emotional perceptions are formed regarding the performance of the activity, both the person responsible for the activity and the social satisfaction of their actions are at a very low level. And in extreme situations,

the process of psychological defense should show its influence here - the art of increasing the level of social satisfaction to a certain extent. The famous psychologist Ivan Ognev recommends the mechanisms of psychological protection of the person according to the following system.

Table 1. Protection Mechanisms.

mechanisms of protection s	Content
aggression i	This is a person's reaction to an underestimation of a person, which makes him doubt himself
think	An unpleasant emotion is the transfer of emotions from one object to another, which is inadequate
imagination	Unconsciously seeing own feelings, desires and qualities in another person
idealization	To "idealize" oneself does not mean to admit one's mistakes and shortcomings
to forget	Forget about a person's dislike and hostility: images of people, names, memories of unpleasant memories during communication, etc.
deny	A person's denial of events and events is limited to such things as "I didn't know anything about this", "this is not mine", "they told me", "I didn't say that".
discredited tion	Low ratings of news sources humiliate and underestimate people with such statements as "I am an impersonation", "Don't speak at all" and "Who is the judge?"
Identity	Comparison of oneself with another person and a group of exemplary behavior. Compare their behavior and attitude with others and facilitate their lifestyle.
Conversion	"I" maintains a high self-esteem, considers and considers unpleasant situations and situations with humor and jokes like a joke.

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By providing these mechanisms of psychological protection, the author studies the state of self-defense from external (environmental) and aggressive forms of personality behavior. The mechanisms of psychological defense of a person can

directly affect the subjective causes of certain conflicts. Reasons for refusal to satisfy personal or group needs and violations of personal or group interests can create conflict situations. Often, the forms of behavior that are rejected in the community are determined by a person's response to social education. In addition, a person's participation in a conflict is determined by the degree to which his or her goal is not achieved. The more important the subject's goal and the more he wants to achieve it, the more persistently he confronts the conflict and the intervening person. Therefore, in the leading foreign psychology, the following directions were laid, which play an important role in the methodology of psychological defense in difficult situations:

1. The theory of "two factors" was created by C. Spearman. According to this theory, all the features of each type of human activity (factor 1), common to all types of activity (factor 2), are studied in relation to each other. The researcher explains the psychological nature and content of these factors necessary to ensure the harmony of man and activity. .

2. According to the theory of the "Multifactor" by L. Terstone, J. Guilford, the degree of formation of primary mental abilities (cognitive speed, memory associations, etc.) was studied by each individual, and psychosocial protection in extreme situations was based on this, requiring a separate approach to the activities of each individual. Methodological principles of protection have been developed. In all, 56 different types of individual differentiation are known and popular in psychology. For example, the objective and subjective type (first mentioned in A. Bain's experiments) is an active type of thinking (A. Jordan), rationalists and empiricists (according to UD James), "deep" and "small". (According to G. Gross) theoretical, economic, aesthetic, social, political, religious types (according to E. Schraner); schizophrenic and cyclothymic types (according to a study by E. Kretschmer); viscerotonic, somatotonic, cerebrotonic types (according to W. Sheldon); These include the registration of empirical data on extrovert and introvert types (according to K.T. Jung and G.Yu. Aizenku). Although the classic name of the concept of defense mechanisms in general was introduced by Sigmund Freud, Anna Freud developed the ideas of Z. Freud in her study "I and defense mechanisms". This breakthrough opened new horizons, especially in the field of psychological anthropology and ethnopsychology. More precisely, Anna Freud acknowledged that defense mechanisms negate instinctive demands. "Psychoanalysts K. Hall and G. Lindsey also conduct relevant research on the classic name of defense mechanisms."

3 DISCUSSIONS

An extreme state is a change in the human mind under the influence of these extreme factors and extreme mechanisms, as well as their main pressure. It is characterized by impaired adaptation to physiological influences (this is primarily due to the influence of extreme physical or chemical factors) or psychological and moral influences (which is more typical for the influence of informational and semantic extremes). This is a mixed type of interaction that contributed to the dynamics of the early physiological effects of the physiological system, or vice versa, when changes in psychological characteristics lead to physiological changes. Although "extreme defense mechanisms" and "ways to overcome difficulties" were discussed in extreme situations, they are still ongoing. This means that there are practical and theoretical difficulties in

defining defense mechanisms and access boundaries. Often these processes are manifested purposefully. He also acts as a mediator in the conflict between consciousness and unconsciousness, as well as in psychological defense and behavior that occurs in extreme situations. In extreme situations, psychological protection manifests itself in many forms: denial, bias, rationality, depression, identity, catharsis, and many others. Protective mechanisms are effective due to strict criteria for overcoming anxiety and fear. Mental protection can be divided into three groups, depending on their function and age. It:

1. Sensory-psychological defense - protection in the body through the implementation of behavioral psychosensory management.

2. Psychological protection of perception - human protection arises as a result of using the method of psychological control of perception.

3. Psychological protection of personality - human behavior, activities and conscious actions will occur as a result of individual protection.

Perception and sensory protection in humans are related to the biological needs of humans. It is well known that the above types of protection are characteristic of all living organisms, and the protective mechanisms in an individual are the highest form of human protection. Its purpose is to preserve and protect the interconnections of interpersonal relationships in the process of psychological development of individual ontogenesis. An individual is involved in these conflicts, not as a person. When interpreting the word "coping" in a broader sense, it reflects all the interactions of the subject and is characterized by its internal or external functions. Attempts to soften the occupation or soften the demand of the situation are bypassed or adapted. In addition, external and internal tasks master the structure of overcoming, thereby giving the subject a psychological characteristic and, conversely, adapting it. A comparative study of psychological defense and coping behavior is considered by some authors as direct coping, and coping is perceived as an acceptable alternative to behavioral protection. According to other authors, the relationship between defense mechanisms and coping behavior is more complex. Behavioral behavior is a very common inborn characteristic that reflects well understood and inexplicable defensive methods. R. Lazar considered coping behavior as a passive psychological defense, distinguishing between defense mechanisms and coping mechanisms:

1) Temporary orientation. According to the rules of defense, the situation is resolved "now", the actual situation has nothing to do with the following situation, that is, the actual psychological defense serves the actual psychological comfort;

2) Instrumental orientation. Moreover, the defense only "thinks" of itself, even if its interests are concentrated around it, it first discusses its interests;

3) Target-functional value. Then the mechanism can control the function of disturbances in the environment and human relationships (coping behavior) or, if only, control the emotional state (protective mechanisms);

4) Modality of management. Regardless of whether the role of the action occurs in the extraction of data directly, reflexively (coping behavior) or under pressure, etc.

To limit the strategies for psychological defense and perceived coping, T.A. Tashlikov interprets the analysis system as follows:

1. Inertia. The mechanism of psychological defense is not adapted to the requirements of a tough situation. The understanding of the technique of self-control is plastic and adapted to the situation.

2. Indirect and delayed effects. Psychological defense mechanisms seek to reduce emotional stress as quickly as possible. However, using controls that people can understand can also lead to even more frustration and even sometimes stress.

3. Tactical and strategic effects. The mechanisms of psychosocial protection are based on the principle of "here and now", which can only eliminate tension in the speech process, while coping strategies are considered probable.

4. Different measurements of the perception of an objective situation. The mechanisms of psychological defense lead to a misunderstanding of the real situation. Self-control is associated with real knowledge and the ability to behave objectively.

When coping strategies and coping methods differ from defense mechanisms, a constructive active need and an attempt to avoid unpleasant situations are taken into account. In psychology, the subject of coping is the field of special studies to restore living conditions in accordance with their own goals, in accordance with their assumed optimal behavior in the study of human emotional mechanisms and rational regulation. The process of self-emotional assessment of personality is necessary for self-defense against various disorders, failures and extreme situations. This process, especially in adolescence, needs to be taken seriously. With this in mind, empirical studies of social psychosocial factors related to the correlation between self-esteem and psychological defense capabilities in adolescents were carried out, and an analysis of their results based on conditionally accepted criteria was carried out. It is also important to note that sometimes every teenager may be in a certain state of "inadequacy" to adequately assess his or her emotional well-being and the psychosocial protection capabilities that serve its effectiveness. In our opinion, this weakness is based on emotional dissatisfaction, emotional anxiety and inadequate emotional self-esteem. Naturally, this education can have a gradual negative impact on the social activity of a person and his educational activity. To understand this in a timely manner, we planned to obtain relevant empirical results using the Ricks-Wessman quote above, as well as additional questionnaires. We now turn to the analysis of empirical data obtained by these methods.

Table 2. Average averages of criteria for psychological protection of adolescents in the context of self-emotional assessment in extreme situations (Ricks-Wessman). Grade 5 (100).

an object	criteria							
	I		II		III		IV	
	A	B	A	B	A	B	A	B
%	52.8	47.2	52,5	47.5	57.4	42.6	51.0	49.0

Note: table

- convenience of nervousness "a" and "b"
- courageous efforts of faith "a" and "b"

- Emotional Disorder - Emotional Depression a - b
- His confidence, his self-confidence, "a" and "b"

Table 3. Average general indicators of the psychosocial protection scale for adolescents in emergency situations (Ricks-Wessman), Grade 9 (100).

an object	criteria							
	I		II		III		IV	
	A	B	A	B	A	B	A	B
%	42.7	57.3	46.5	53.5	48.5	51.5	56.2	43.8

Note: table

- convenience of nervousness "a" and "b"
- courageous efforts of faith "a" and "b"
- Emotional disorder - emotional depression a - b
- His confidence, his self-confidence, "a" and "b"

The variety of information and the degree of anxiety created by Ch.D.Spilberg "the variety of reactive and personal anxiety of the research methodology scale" of the person's level of reactive and personal anxiety in extreme situations, a number of psychological mechanisms of park protection were able to determine the comparative dynamics of typical indicators. According to this, 11% of the 5th grade respondents (100 girls, 50 girls and 50 boys) showed a low level of reactive anxiety in 19% and moderate in 70%. Of these, 50 percent had a low level of reactive anxiety in girls (50 percent), 11 percent — moderate, 30 percent — high, 50 percent — low, 8 percent — moderate, and 38 percent — high levels of reactive anxiety. Of the ninth-graders who participated in the study (a total of 100, including 50 girls and 50 boys), 14% had low, 28% moderate and 38% high reactive anxiety. Of these, 50% had low reactive anxiety in girls (50%), 13% had moderate, 31% had high reactive anxiety and 8% had low reactive anxiety in boys (50%).Of the 5th grade respondents (total 100, 50 girls and 50 boys), 18% showed low personal anxiety, 26% moderate and 58% high personal anxiety. Of these, 50 percent of girls (10 percent) had a low level of personal anxiety, 14 percent had a high degree of personal anxiety, and 26 percent had a higher degree of personal anxiety. Of the ninth-graders who participated in the study (a total of 100, including 50 girls and 50 boys), 21% had a low level, 24% had an average level, and 55% had a high level of reactive anxiety. Of these, 50 percent of girls (13 percent) had a low level of personal anxiety, 15 percent had a high degree of personal anxiety, 22 percent had a high level of personal anxiety, 8 percent had a low level, 9 percent had a high level, and 33 percent had a high level of reactive anxiety.

Table 4. The percentage of reactive anxiety in students in grade 5 is%

the participants level	All (100)	Girls (50)	Men (50)
low	11	7	4
average	19	11	8
high	70	32	38

Table 5.Percentage of individual anxiety in students in grade 5

the participants level	All (100)	Girls (50)	Men (50)
low	18	10	8
average	26	14	12
high	58	26	30

Table 6. The percentage of active anxiety in students in grades 9 is%

the participants level	All (100)	Girls (50)	Men (50)
low	14	6	8
average	28	13	15
high	58	31	27

Table 7. The percentage of individual anxiety in students of 9th grade in%

the participants level	All (100)	Girls (50)	Men (50)
low	21	13	8
average	24	15	9
high	55	22	33

4 CONCLUSION

In general, an analysis of the averaged and comparative typical characteristics of anxiety characteristics associated with anxiety and psychological defense capabilities shows that both the 9th and 5th grades have higher levels of both personal and reactive anxiety. Therefore, the heads of educational institutions, teachers, school psychologists, administrators and parents in this situation, taking into account education and professional training, it is necessary to adjust the work. Otherwise, as a last resort, the psychological options for protecting a person should be written down.

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