

Impact of Domestic Violence on the Process of Formation of Self-Estimation of Children in Preschool Age

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Abstract: The article is devoted to the study of the influence of the problem of domestic violence on the formation of self-esteem of preschoolers, the study of “delayed” consequences for children of “victims”, the influence of aggression in the family on the process of formation of self-esteem of preschoolers is experimentally studied.

Key words: violence, family, aggression, methodology, children.

One of the most acute social problems in the world today is the problem of domestic violence in the family. The democratic reforms being implemented in Uzbekistan today touch upon the issues of gender equality and the strengthening of measures to achieve equality in society.

According to the WHO, one in three women is physically abused by an intimate partner [1]. The situation of recent years, namely the situation with the pandemic, has further aggravated the current state of affairs [2]. In addition to physical violence, there are also economic, sexual and psychological violence. The use of one of these types of oppression of women does not cancel the possibility of using the other, as a rule, they are all combined and alternated.

The most depressing thing in this situation is that in families where there is violence in any of its manifestations, as a rule, all family members are involved in an indirect form, especially for children.

Children who have witnessed domestic violence are often subjected not only to physical pressure from the aggressor, but also to psychological trauma, which can manifest itself not only immediately after the incident, but also after a long period of time. Children, being constant observers of physical beatings and psychological pressure, can be in constant tension, waiting for the next act of violence [3], even not always observing the process of the arbitrariness of a domestic tyrant, they hear and feel the mother’s mental stress, which ultimately leads to a state of chronic post-traumatic stress disorder (PTSD) [5]. According to E.M. Cherepanova, “this is a normal human reaction to conditions and events that go beyond the usual way of life” [6]. Each category of children suffers from PTSD and reacts differently depending on their age.

At preschool age, children may start reproducing obsolete habits such as thumb sucking, urinary incontinence, and nail biting. They may also experience increased tearfulness, hysteria, sleep disturbance, neuroticism, and a tendency to form low self-esteem. Perhaps insecure behavior or shyness.

Younger students react differently. They may experience feelings of guilt, anxiety, shyness against the background of low self-esteem, suspecting themselves as the cause of the destructive behavior of family members. Some are concerned about psychosomatic problems in the form of pain in the abdomen, head. As a result, many have problems in socialization and learning at school.

In the puberty period, adolescents perceive cruelty in the family no less painfully, this can be expressed in their deviant manifestations of behavior - increased aggression in relationships with friends, regular getting into fights, addiction to narcotic substances. Adolescents also tend to experience feelings of guilt. It should be noted that girls, unlike boys, are more prone to depressive manifestations of a depressed state than to deviant ones [4].

It should be noted that in the long term, children can also have “delayed” consequences in the form of building destructive relationships with the opposite sex. It should be noted that the data indicate that boys are 10 times more prone to violence against their partner in the future than their peers who were brought up in prosperous families. Girls, on the other hand, have a 6 times higher risk of confirmation of violence than other women [7].

In his Theory of Modeling and Social Learning, A. Bandura explains this multigeneration by the fact that children learn by watching the most significant people in their lives - their parents, as a result of which they already acquire a destructive life scenario from early childhood, looking at scenes of violence in family, and eventually accepting it as the norm. Observing unpunished aggression, the child begins to perceive this as the most optimal method of solving problems [8].

In our study, we decided to establish the relationship between the subjective family situation of the child and his idea of how he evaluates himself, and how, in his opinion, other people evaluate him.

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The study involved 34 preschoolers of the senior group of preschool educational institutions, including 18 girls and 16 boys. Quantitative analysis was carried out as a percentage of the gender category, and not to the total number of participants in the experiment.

As part of the experimental study, the method **“Family in the images of animals”** was used. This is a modification of the **“My Family”** methodology proposed by E.V. Romanova, which, through the symbolism of the image of the family by the child, allows you to establish the characteristics of each of its members, as well as to identify intra-family relationships, to establish the source of conflicts, if any.

Analysis of the results allows us to identify the following psycho-complexes:

1. a favorable family situation, in which there are no indicators of hostility, was found in 13% of preschool children.
2. 81% of preschoolers feel anxiety, which at the behavioral level manifests itself in increased excitability, anxiety, irritability. It is difficult for the child to concentrate on current activities;
3. conflict in the family is observed in 56% of preschoolers, which is perceived by preschoolers as a threat to their prosperous existence and security, based on a qualitative analysis of the picture, basically, the source of aggression is the father or grandfather;
4. a feeling of inferiority in a family situation is observed in 50% of the subjects, as a rule, this is either the child himself or his mother. The presence of isolation in the family contributes to the manifestation of such personality traits as isolation, shyness, self-doubt;
5. hostility in the family situation. The analysis of this psycho-complex is given special attention, since the presence of hostility in the family indicates the presence of violence, the oppression of one of its members by another. Among preschoolers, this figure was 50%.

The analysis of the results of the study was carried out taking into account the oral description of the drawing by the child, as well as taking into account ethnocultural characteristics - in the families of Uzbekistan, where traditionally priority roles in the family are distributed according to seniority, therefore, hypertrophy of the image in the drawing of individual figures can be caused not by the child's fear, but by the social significance of this relative in the family. An example is the order of laying food at a common table. First of all, food is placed for the oldest members of the family, then, in descending order of age, the rest receive food. The youngest gets food on a plate last. In Uzbekistan, respect for the older generation is a priority.

At the second stage of the study, the system of the child's ideas about how he evaluates himself, and how, in his opinion, other people evaluate him, was revealed, for these purposes the **“Ladder”** technique was used (V.G. Shchur).

When interpreting the results, it should be taken into account that children of older preschool age are characterized by the idea that others highly appreciate them, and the process of forming self-esteem is underway. If significant people (according to the child) evaluate him in the same way as he assessed himself, or give a higher assessment, the child is psychologically well.

Interpretation of the results of the **“Ladder”** method revealed that 78% of children have overestimated self-esteem, which is the norm for their age, however, only 19% of preschoolers believe that their parents have the same high opinion of them.

Conclusions:

Upon completion of the analysis of the results and their comparison, it can be concluded that the presence of violence in the family increases the level of anxiety in children, catalyzes the beginning of the process of devaluation of oneself and others. Studying the results of individual children, one can see that the presence of both hostility in the family, and alienation and conflict leads to the lowest possible level of self-attitude and low self-esteem by parents. A child, being in an environment of violence, mentally self-destructs under the influence of low self-esteem.

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