

The Impact Of Emotional Deprivation On The Formation Of Interpersonal Relationships In Preschool Children And Its Correction

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Abstract: This article is dedicated to the comprehensive content of emotional deprivation and its historical emergence within psychological research. It presents the results of scientific studies focused on the influence of emotional deprivation on the development of preschool-aged children as subjects of social relations. The research substantiates the negative consequences of deprivation on children's interpersonal interaction and social adaptation during early development. The paper emphasizes the practical importance of preventing and correcting this significant developmental issue.

Keywords: Preschool age, psychical development, personality qualities of child, sense of satisfaction, emotional deprivation to maternal love, interpersonality relations loss, mental condition.

Introduction: Preschool age is a peculiar stage in individual maturity of children. At this age it is possible to watch how intellectual, moral and individual qualities of a child develop. Particularly at this age changes come in different areas, beginning from developing mental, psychological functions, to difficult personal new changes. Also main changes in developing child of preschool age, define with such traits as realization of their personal qualities, abilities, success and failures realization of himself.

Especially, sufficient communication with adults a rich impersonal climate, possibility of active locomotion, emotional stability is main factor of valuable and healthy formation of child's individuality. These factors lead to demonstration unfulfillment requirements inherent individual of child that is to deprivation. It extends influence to development psyche of child and leads to irreversible negative influence by its swiftness and duration. It leads to stagnation in his intellectual and mental development. In the future will help to complicate the social climate and establish relations with surroundings.

In studying emotional positions of children of preschool age the role of projective methods is very important. Particularly in the aim of diagnostics emotional

deprivation of children of preschool age, we conducted a projective method "House, Tree, Man" in our research work.

This studying individual projective method suggested J.Bak in 1948. Test is intended to study adults, children and groups. This method will allow to study development individual, its sensitization (providing development psycho, harmonization of sensory lines and processes) flexibility, efficiency, generally it is possible to know its relation with surroundings, with specific faces.

For the purpose of learning influence of emotional deprivation in interpersonal relations of children of preschool age we used method "House, Tree, Man" in two forms. First of all from the finding out interpersonal relations of factors as defenseless, alarm, hostility and difficulty in communication, we had explained how they are exposed in children.

And during the second direction of method "House, Tree, Man" we explained the relation ourselves in development of child of preschool age. In our research work took part children of the age 5-7 from "Children's home", and "Children's town SOS" and preschool educational establishment".

Emotional deprivation and system of features of interpersonal relation at children

House Tree Man		N	X	y	m	t	p
Defenseless	Nursery	76	1,97	1,35	0,15	4,49	0,001
	Children's home	38	3,44	2,12	0,34	0,98	0,001
	SOS	38	3,18	,833	0,13		
Alarm	Nursery	76	2,19	1,37	0,15	3,26	0,001
	Children's home	38	3,42	2,63	0,42	0,63	0,001
	SOS	38	3,73	1,58	0,25		
Hostility	Nursery	76	1,89	1,39	0,15	2,63	0,01
	Children's home	38	2,94	2,88	0,46	1,38	0,17
	SOS	38	2,68	1,57	0,25		
Difficulty in communication	Nursery	76	2,27	1,07	0,12	1,67	0,096
	Children's home	38	2,84	2,52	0,40	1,87	0,065
	SOS	38	3,81	1,97	0,31		

At the first stage of our research work there have done experimental comparisons of mental peculiarities and states of children of preschool educational establishment, children's home and children's town SOS. By results of experiment there were found out significant differences by many directions between two groups of children. Including from factors affecting interpersonal relations feeling of defenseless in children from children's homes and preschool educational establishments were discovered significant differences ($t=4,49$; $p=0,01$). But among the children of children's home and children's town SOS it was exposed reverse connection ($t=-1,98$; $p=0,01$) by indicator of feeling of defenseless.

By the results of comparison scales of alarm among the probationers of children's home and preschool educational establishment there are considerable differences ($t=-3,26$; $p=3,26$) too. It is explained that these indicators are not so obvious among the pupils of children's home and children's town SOS ($t=,632$; $p=,000$). The main reason of this is that children bringing up in the children's homes cannot satisfy their requirements. These children cannot always get what they want in time. As a result of un satisfactions in personality of child deprivation is displayed. As Y.Langmeyer and Z.Mateychik approve the main traditional requirement of man is always active relation

with new climate. As a result of conducted experiment in tested groups comparison of hostility and conflictness demonstrated that there are significant differences among the pupils of children's home and preschool educational establishment. And among the indicators of pupils of children's town SOS and children's home differences are deposit itself specific. In accordance with this these indicators are comparatively higher at pupils of children's town. By this reason the famous psychologist A.Maslou put forward the next example: two children an ice-cream, but they didn't have opportunity. The first boy having heard mother's negative answer felt only that he will not eat ice-cream, and the second boy felt that his requirements do not dispose. The ice-cream is as symbol of mother's love for him, it is mentally valuably. And so at first circumstance deprivation will not menace individual of child and not bring to serious consequences. If the objection applies by relation to love from child, then this deprivation will accept and examine from frustration.

If the deprivation accepts as single-minded subject symbol of love, respect honour or another supporting need it may bring to serious consequence for child's individual. The situation of the deprivation at children feeling parent's love and care regularly, feeling support to environment relatively may go very easy. The do not

accept supporting requirements as a barrier.

Another mental uniqueness of children of preschool age is difficulties in communications, comparing results of method difficulties in communication it can be said that educability children in preschool educational establishment and children from children's home do not have significant differences ($t=1,67$; $p=,096$). At the same time you can see that differences are significant ($t=1,67$; $p=,065$) among the children living in the children's town SOS and educabilities in children's home.

Features of deprivation and interpersonal relations of the children preschool age.

Qualities	Defenseless	Alarm	Hostility	Difficulties in communication	Method fingers
Defenseless	1	0,268**	0,324**	0,247**	-,342**
Alarm		1	0,159	0,283**	-,166*
Hostility				0,257**	-,211**
Difficulties in communication				1	-,152
Method fingers					1

Results of the table shows significant depends between the defenseless and hostility. ($r=,268$; $p<0,01$). As far as hostility is high a child feels himself much defenseless. If the child does not get emotional communication in valuable extent, he does not get sufficient love from his parents or adults. And he will have the feeling of defenseless. As far as the child feels himself defenseless, he loses the trust of effect of defenseless.

Besides it is found out that positive significant connection between defenseless and hostility ($r=0,324$; $p<0,01$). If the child's feeling of hostility increases, the defenseless of him is increased. The additional negative factor of hostility of him, on this communication with fellows there is appeared conflicts.

From the results held methods we can see that there is positive connection between difficulty in communication and defenseless ($r=0,247$; $p<0,01$). Feeling of defenseless becomes a reason of increasing difficulty in communication of children on preschool age. The main reason as far as child feels himself defenseless so he will have difficulties on communication. This situation is observed on children trained children's home and children trained in children's town SOS. Also in process of communication an advantage of hostility is brightly expressed ($r=0,257$; $p<0,01$).

If there are difficulties in communication of preschool age children there may be appeared the feeling of defenseless, anxiety, dissatisfaction on him, conflict

Comparatively child becomes weak decadent, not interested in communication with people instable climate and without emotional participation durable similar climate suits him. He resists when he is wanted to change, when he is required something or he will taken away a toy.

In our research work we had tried to find out correlation depends of deprivation an interpersonal relations and results of cardinal analyzes are allowed in the table.

depression. In researches of E.E.Lyasko and A.D.Gromova it is said that maternal deprivation leads to early orational dysfunction of child. On children, trained in institutions process of mental development happens weakly as the result of lack the emotional communication.

As a result feeling of inconsistent situations there is appeared so child will have negative feelings.

Lack of attention by adults, lack of weak communication and promotions. As a result child suffers from interpersonal relations. According to the dates of V.A.Guryeva defined social deprivation appears from the result of lack of connection with surrounding world on the child mind. At the same time it leads to discord the social adaptation and may bring depression, hard neurosis, and psychogenic psychoses.

From the results of method of preschool educational establishment we can see that the children with problems in communication have high dissatisfaction on themselves, main reason – child cannot behave himself freely. In N.M.Shelova's point of view if child is in position of sensory isolation, then his development stops sharply and all mental development slow down, movements develop in time, speech does not develop, retardations are watched in intellectual developing.

There is negative connection between defenseless and thin motility ($r=-0,342$; $p<0,01$). It means that as far as thin motility well developed, so his feeling of child's defenseless is low, that is child feels himself protected.

Low developed thin motility means sensory deprivation. In order to prevent appearance of sensory deprivation we must pay attention to our children more, in order to develop their cognitive processes we must play with them different objective, plot-role games, show them our love, praise them for little wins.

There is negative connection between hostility and development ($r=0,166$; $p<0,05$). As far as child's thin motility developed well, hostility is slow at him. When children perform which exercise connected with thin motility and do it well they feel passive hostility.

There is founded out that there is also reverse significant connection between thin motility and hostility ($r=-0,211$; $p<0,01$). As the result of undeveloped thin motility the hostility is getting strong, it manifests in communication with fellows and game activity. So in majority cases between developing thin motility and interpersonal relations negative correlation is manifesting at child. So, social mental state in interpersonal relations is one of the factors of manifesting deprivation in individual of child.

By the results of studied materials and organized experiments we can make following conclusions:

- at preschool age appeared the emotional deprivation may be connected with their individually features.
- children at preschool age manifesting the emotional deprivation may be connected with feature of educational establishment and social origin.
- children at preschool age emotional deprivation may influence at system of interpersonal relations.
- children at preschool age dissatisfaction with system of interpersonal relations may influence to formation of personal qualities and to discord of emotional spheres.
- feeling of defenseless in personality of child may bring fear and distrust surrounding him people.
- excess the feeling of anxiety may prevent to developing humans' qualities and features in personality of child.
- communication is the most important factor in the system of interpersonal relations, it helps to develop personality.

So, difficult and different relations of child with fellows are formed. In this system of relations in a certain extent his personal qualities are formed.

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