



THE IMPACT OF VARIOUS ASPECTS OF DEPRIVATION ON THE FORMATION OF THE CHILD'S BODY

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Abstract:

The article examines in detail the impact of deprivation on the child's body at various age stages, which is in the process of development and formation, and also considers various types of deprivation, such as social, maternal, emotional, sensory.

Key words: deprivation, social deprivation, maternal deprivation, sensory deprivation, development of the child's body.

In early childhood, deprivation leads to characteristic disorders of early development, which then manifest themselves in an emotional disorder in the form of a general smoothness of the manifestation of feelings, with a frequent tendency to fear and anxiety. Pupils of boarding-type institutions from a very early age need specially organized psychological assistance. Today, all this can be done under the condition of the constant work of a professional psychologist, who, together with educators and teachers, would develop and implement such developmental, psychoprophylactic and psychocorrectional programs that would compensate for the circumstances of life of these children and contribute to the progressive formation of their personality. must be satisfied, first of all, the need for love and recognition. Failure to satisfy this need leads to a distortion of personality development and the emergence of emotional deprivation. The most striking expression of the consequences of this type of deprivation is observed in children in residential institutions.

For the development of a child, you need:

- Diverse stimuli of different modality (visual, auditory, etc.), their lack causes sensory deprivation.
- Satisfactory conditions for learning and acquisition of various skills; the chaotic structure of the external environment, which makes it impossible to understand, anticipate and regulate what is happening from the outside, causes cognitive deprivation.



- Social contacts (with adults, primarily with the mother), ensuring the formation of the personality, their lack leads to emotional deprivation.
- The ability to implement social self-realization through the assimilation of social roles, familiarization with public goals and values; limiting this opportunity causes social deprivation.

Deprivation – deprivation or limitation of opportunities to satisfy vital needs. The following types of deprivation are distinguished – psychological, emotional, social, motor, food, sensory, informational, etc. Maternal deprivation is a condition that occurs as a result of the emotional separation of a child from the mother, a social phenomenon, in which is based on the child's complete or partial lack of attachment to an adult, undermining trust in the adult world, resulting in a change in trust in the outside world. The separation of a child from his parents contributes to the development of so-called de-privation mental disorders, which are more severe the earlier the child is separated from the mother and the longer the factor of this separation affects him. In early childhood, deprivation leads to characteristic disorders of early development (lag in general and speech development, insufficient development of fine motor skills and facial expressions); in the future, emotional disturbances appear in the form of a general smoothness of the manifestation of feelings, with a frequent tendency to fear and anxiety, behavioral deviations (frequent reactions of active and passive protest and refusal, a lack of a sense of distance in communication or, conversely, difficulties in contact). Maternal deprivation becomes the cause of emotional coldness, aggressiveness and at the same time increased vulnerability. Trust in the world in children who have experienced maternal deprivation can arise only through the emotional warmth of maternal care, as well as through the constancy and repetition of emotionally warm care for the child. Love and warmth, so necessary for every child, regardless of age. Another type of deprivation is sensory, associated with a depleted object environment and a deficiency of stimuli of the sensory organs. This type of deprivation is also encountered in children's homes and orphanages. Researchers from an American university suggested that volunteers stay as long as possible in a special cell, where they were maximally protected from external stimuli. For staying in this condition, a fairly decent wage was due. Scientists were struck by the fact that most of the subjects were unable to withstand such conditions for more than 3 days. What's the matter?



Consciousness, deprived of the usual external stimulation, was forced to turn «inward», and from there the most bizarre, incredible images and pseudo-sensations began to emerge, which could not be defined otherwise than hallucinations. The subjects themselves did not find anything pleasant in this, they were even afraid of these experiences and demanded to stop the experiment. From this, scientists concluded that sensory stimulation is vital for the normal functioning of consciousness, and sensory deprivation is a sure way to degrade thought processes and the personality itself. Social deprivation is also distinguished. The development of a child largely depends on communication with adults, which affects not only the mental, but also, in the early stages, the physical development of the child. Examples of social deprivation include wolf children and Mowgli children. All of them could not (or spoke poorly) speak and walk, often cried and were afraid of everything. During their subsequent upbringing, despite the development of intelligence, personality and social disorders remained. The consequences of social deprivation are unavoidable at the level of some deep personality structures, which manifests itself in distrust. Modern research also shows that in closed children's institutions, deviations in mental development can be traced in many directions at once. The need for communication in such children appears later than in children living in the family. Communication itself proceeds more sluggishly, the revitalization complex is weakly expressed, it includes less diverse manifestations, it fades faster when the adult's activity disappears. The lack of communication with adults can be compensated to some extent by contact with peers. However, in order for the presence of a peer to contribute to the development and content of contacts, such communication requires organization and control on the part of an adult. The development of communication with both adults and peers is largely due to the peculiarities of the emotional status of the child under conditions of deprivation. In children of early and preschool age, the specific living conditions in a closed children's institution lead to a forced superficiality of feelings, emotional failure; they are sad and passive; they do not develop attachment to an adult. Research shows that children in a situation of deprivation are unsuccessful in resolving conflicts with both adults and peers, they are aggressive, tend to blame others for the conflict, and are not capable of a constructive way out of a conflict situation.



Their emotional reactions are characterized by higher tension, affective breakdowns, greater intensity of emotional frustration. In the orphanage, the child constantly interacts with the same rather narrow group of peers. This leads to the fact that here the relations in the group are formed according to the type of kinship. On the one hand, it is a positive factor contributing to emotional stability and security. But, on the other hand, such contacts do not contribute to the development of communication skills with strangers, the ability to adequately assess their qualities necessary for selective, friendly communication. Staying in an orphanage leaves its mark on the motor sphere as well. At an early age, so-called dead-end movements are common – rocking the body, sucking fingers, stereotypical non-targeted hand movements. The level of mastery of motor skills is lower here than among peers brought up in families. Children from the orphanage are characterized by inactivity, inexpressive facial expressions, motor awkwardness, and impaired coordination of movements. Along with muscle hypotension, muscle hypertension also occurs. In such cases, the child is in a state of continuous movement, can hardly concentrate on performing an action, constantly moves, grabs onto various objects. Movement is uncoordinated, disorderly. Cognitive deprivation is understood as a lack of information, as well as its chaos, variability, disorder, which prevents the construction of adequate models of the surrounding world and, therefore, the ability to act productively in it, as well as causing a number of certain psychological phenomena. The lack of communication with adults, the poverty of this communication, the primitive content of contacts with peers, business cooperation tied to a specific situation – all this does not require well-developed active speech from children from the children's home. They are more focused on understanding the speech of an adult, more precisely, his commands, orders to which their life in a closed children's institution is subordinated. At preschool age, such children are observed to be tongue-tied, there is a lag in the field of syntax and the scarcity of the content of statements. Children find it difficult to describe what is happening in the picture, since it is difficult for them to correlate reality and the graphic image. In the future, this leads to errors in reading and writing. Illiteracy is also promoted by the lack of formation of phonemic hearing, the development of which is directly related to the quality of emotional communication in the early stages.



So, the majority of children from closed children's institutions have deviations in the development of cognitive processes, emotional-volitional sphere, and difficulties in communication and behavior. However, many of the characteristics of emotional deprivation can be attributed to children raised in families. This is a latent deprivation that unfolds against the background of an outwardly safe home environment, which, nevertheless, cannot provide the child with an atmosphere of trust, security, and emotional comfort. Emotional deprivation can be hidden, for example, behind increased exactingness, overprotection or other features of upbringing. The study of the causes, characteristics, consequences of certain types of deprivation already in itself shows the directions of its prevention and correction. Thus, the prevention and correction of sensory deprivation requires the organization of a competent sensory environment, the introduction of a sufficient number of sensory stimuli into a person's life. This requirement is especially relevant for children whose brains are still in the process of maturation.

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