



## INFLUENCE OF HUMAN FACTORS ON THE UPBRINGING OF BLIZNETS IN UZBEK FAMILIES IN THE PROCESS OF TRAINING

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### Annotation

The urgency of the problem of the formation of the personality of adolescent twins is quite acute in front of a considerable number of parents, social workers and teachers. The article presents the factors influencing the psychological development of twins, as well as the psychogenetic foundations of specific approaches to the upbringing of twins in Uzbek families.

**Keywords:** twins, feeling, gender, development, monozygotic twins, physical and mental development, parents, features, relationships, problem, factor.

### Relevance of the Topic

Gemini is the golden fund of humanity. Much of the nature of twins is still a mystery.

The science of twins - gemellology, which studies them from the standpoint of genetics, morphology, physiology, and psychology - dates back several decades, although the twin couples themselves attracted scientists in more distant times.

Having twins has been a very pleasant experience for a family for a long time. Naturally, people have always been convinced that this is a miracle. However, it is surprising that the manifestation and development of individual psychological characteristics in the process of their adaptation to the social environment is important and complex.

Including psychological twins in adolescence. The retirement period is directly related to educational activities. Both parents and teachers are very responsible for this process.

As you know, the complexity of educational activities in adolescence requires not only their role in a new team. The role of adolescents in school life and in the family will change, which means that they must become leaders, organizers and educators.

During this period, their nervous system develops and gradually adapts to the brain stem of adults. The number of nerve connections around the cerebral plexus increases. As a result of study and work, analytical and synthetic activity develops



in the cerebral hemispheres. This gives rise to a feature that can clearly distinguish external influences. Different brakes have been created.

At this time, the learning process becomes more complex: a number of new disciplines begin to be taught, the content of the course expands and becomes more complicated, adding knowledge, life, practical work, students to the production team and excursions. , instructions are given special attention.

Active participation in public life, changes in the nature of education, a double scientific worldview, the formation of strong beliefs, the formation of high human emotions and a creative approach to the acquisition of knowledge.

In twin twins, each person has a desire to learn from self-awareness, and there is a need to find ways to do this and apply it in their daily life. They are looking for reasonable sizes, criteria, ideal image, ideal image, dream, dream in order to achieve the desired moral and psychological image. Thus, at this age, you understand that the style of dress has changed.

Observations and life experience show that in some cases the first twins behave fearlessly. At this age, the formation of personal qualities is strongly influenced by the school environment, especially classroom, formal and informal peers. Under the influence of the school and classroom, qualities such as courage, courage, patience, humility, discipline, honesty, compassion, as well as the elimination of disorders such as selfishness, indifference, hypocrisy, obscenity, laziness, indifference are enhanced. Gemini lives with the desire to be the first, the leader in everything, to make the difference between the twins. But this is not always possible. According to L. Umansky, for this a teenager must have the following qualities:

- (a) moral qualities - community, sincerity, initiative, activity, diligence;
- b) qualities of will - courage, decisiveness, independence, initiative, discipline, discipline;

The formation of the personality of a teenager's twin as a social psychological problem is considered in our study in the light of the interaction of many factors: heredity, environment, upbringing (or rather, many of its types of directed influence of society on the formation of the twin's personality), his own practical activity. These factors do not act separately, but together on the complex structure of the formation of the personality of the teenager's twin.

The formation of the personality of a teenager's twin includes: firstly, it is an objective fact, a real process in a number of other life processes; second, the



explanatory principle of many phenomena of objective reality; thirdly, the purpose and value of culture.

The process of forming the personality of a teenager's twin is accompanied by the maturation of his body, the improvement of the psyche, the socialization of the personality, the development of individuality, the formation of subjectivity. Note that the formation of the personality of a teenager's twin is an effect obtained on the basis of the collision of internal tendencies with externally specified conditions. The formation of the personality of a teenager's twin is due to his life and interaction with the outside world, the refraction of external influences through the specifics of the subjective world. The development of the subject, the formation of his inner world, mediated by the external, due to which the opportunity is created to change reality, and therefore to self-transform, occurs in activity and communication.

Researchers have developed a simple, convenient and relatively reliable method for identifying identical and double twins: comparing certain physical traits that are highly hereditary. Of course, many scientists at that time overestimated the scientific value of comparing twins.

In the early 20s. XX century. Germany has begun a real boom in the study of twins. Over the next two decades, hundreds of articles were published in scientific journals and collections, primarily in the field of medicine.

In the late 30s. XX century. the study of twins, which was conducted by the psychologist Kurt Gottschaldt, became widely known. He organized a holiday camp, where a total of 140 pairs of twins visited over two multi-week courses. K. Gottschaldt hoped that in these favorable conditions he would get the opportunity to study the natural behavior of twins. However, his technique was very imprecise and opened up a wide scope for subjective assessments. Observers were required to record the behavior of the twins throughout the day.

The twin study "Genetic and environmental factors of behavioral and emotional difficulties in adolescent twins" (E. D. Gindina, S. B. Malykh, M. M. Lobaskova) included 250 pairs of twins aged 11–17 years. The assessments of three groups of respondents (adolescents, parents and teachers) were compared. It has been shown that such properties as withdrawal, somatic complaints and aggressiveness in adolescents are formed under the influence of genetic and environmental factors specific to each twin.

The data obtained from the study of twins in specific studies are similar and fairly robust



T. V. Akhutina, M. E. Egorova, D. N. Chernov (2005). Neuropsychological analysis of the characteristics of the mental functions of twin children; N. Yu. Baeva (2005). Anatomical characteristics of fetuses and newborn twins in multiple pregnancies; D. B. Bogoyavlenskaya (1997). Giftedness: nature and dynamics. Longitudinal study conducted among twins aged 15–25; G.A. Vilenskaya (2007). The environmental and genetic influences on the control of behavior in early human ontogenesis have been investigated. V.S. Mukhina writes that the peculiarities of the conditions for the development of the psyche of twins are determined, in addition to genetic ones, primarily by the following factors: prenatal development of twins; the attitude of the people around them to the twins; the attitude of their parents towards them; the relationship of twins with each other. This conclusion is also reached by many foreign and domestic scientists dealing with the problems of the psychology of the twin couple. The relationship of twins within a couple leads to the fact that, on the one hand, constant contact, the same conditions of life and development lead to the fact that the twins become very dependent on each other. They are raised by the same people who make the same demands on children, teach the same thing. As a result, a process of so-called identification occurs, the erasure of differences, which leads to an increase in the similarity of twins. Parents, communicating with their children as a "couple" and emphasizing their similarity, form an even greater psychological identity. Experts call this the "couple effect", which prevents the awareness of oneself as separate from the co-twin. In numerous psychological studies, there has been a delay in the intellectual development of twins compared to singly born ones. It is important to note that significant qualitative differences were proved in the formation of the personality of monozygotic and dizygotic twins: all twins have delays in the development of verbal intelligence, especially lagging behind in tasks for analogy, classification, generalization and vocabulary volume. Our studies of teenage twins and single-born children allow us to describe in more detail the features of their personality formation.

Unlike singly births, twins develop two bonds even before birth - with their mother and with each other. This double bond continues after their birth (Fig. 1). After birth, twins often form a triad with their mother, becoming, as it were, part of her. This connection often occurs during the adolescence of twins. The unusual connection of twins with each other can be explained not only by the attitude of the people around them, but also by the fact that two children who are at the same stage of physical and mental development and constantly communicate with each



other have a very similar life experience. The "twin situation" is the central "psychological" cause of the postnatal development of twins. Its specificity lies in the fact that twins perceive themselves to be members of a couple rather than separate individuals.

One of the common and basic manifestations of a twin situation is a delay in speech development and various speech anomalies, which include the so-called cryptophasia - the twins' own intimate language. The words of autonomous speech do not coincide in their meaning with the words "adults", and it is associated with the emotional state of the child in relation to a particular situation. However, in twins, such speech is accompanied by emotional reactions in relation to a certain situation, but only they understand. Such emergence and development of autonomous speech in the absence of proper education on the part of parents, according to V.V. Semenov. and Kochubei BI, is associated with the extreme "self-sufficiency" and isolation of the twins. However, in the preschool age, cases of autonomous speech are rare. By this period, the twins, as a rule, have already mastered full-fledged socialized speech. However, the twins find it difficult to get used to the changing environment and the team. More often they are content with communicating with their brother (or sister) and do not strive for rapprochement with other children, and sometimes they actively resist contact. Delay in speech development can be combined with social immaturity, difficult communication with peers and educators, and at school - with teachers. In addition, twins have problems in personal development. It is very difficult for them to separate themselves from their twin. This leads to the fact that one of them sees the other as a part of himself. Some personality traits developed in one do not develop sufficiently in the other. At the same time, the twins do not feel their shortcomings. Emphasizing the similarity of such couples, those around them thereby form an even greater psychological identity for them. Identity problems for twins can be caused by special attitudes towards twins. Parents who cannot find any sufficiently obvious morphological difference begin to endow. twins have different psychological characteristics: one smiles more often, the other gets angry more often, one eats with a great appetite, the other falls asleep more easily. Everything becomes a pretext for identifying differences, real or imagined. Such typologies entail different attitudes towards twins: each of them will be held differently in their arms, they will be fed at different rates, and they will be rocked in different ways, and their diapers will be changed too. All this develops in twins real or





invented by parents character traits, the personality of each of them will be built the more differently from one another, the more different upbringing they receive.

## Conclusion

Differences between twins are mainly determined by three factors: the quality of blood supply during the prenatal period, birth weight and birth order. Depending on the relationship within the couple, twins usually "fall" into one of the following psychological types: "closely related", "moderately dependent" or "extreme individualists." The twin situation is an important environmental condition for the development of twins after birth and determines their emotional, intellectual, personal and social development.

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