

## PERSONALITY AND INTERPERSONAL RELATIONSHIPS OF PRIMARY SCHOOL STUDENTS WITH HYPERACTIVITY DISORDER OF MINIMAL BRAIN DYSFUNCTION AND ATTENTION DEFICIT

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**Abstract:** In the last decade, the state of health of children and adolescents in different countries of the world, and in particular in Uzbekistan, is characterized by unfavorable trends: the prevalence of deviant and dependent behavior; deformation of the medico-social portrait of families with children. Against this background, it is of particular importance to study the psychological aspects of diseases such as minimal brain dysfunction (hereinafter – MMD) and Attention Deficit Hyperactivity Disorder (hereinafter – ADHD), which are common in children.

**Keywords:** Attention Deficit Hyperactivity Disorder, elementary school students, school readiness, emotions.

**Introduction.** The analysis of the literature on the problems of mental development of primary school age made it possible to identify a number of psychological characteristics and features that qualitatively distinguish this period of development from others [1,2].

The first feature that characterizes this psychological age belongs to a new type of activity that appears and develops at primary school age. Educational activity, which received the status of a leader during the period of elementary school development, allows you to teach the child to learn [3,5].

According to a number of authors, the formation and development of educational activity is associated with a number of psychological characteristics of the child (E. E. Kravtsova, E. O. Smirnova, G. A. Zuckerman et al. at the same time, one of the central features is the special forms of voluntary communication that allow children to distinguish and accept the educational task [4].

Another feature that characterizes the period of elementary school development is due to the special attitude of children of this age towards the teacher [6]. In many ways, children do not critically perceive any words of the teacher, do their best to fulfill all his requirements, establish interpersonal relationships with classmates based on the teacher's attitude towards them. It is the peculiarity of these young schoolchildren that makes it possible to form a central psychological neoplasm of a certain age-arbitrary attention [7].

The third feature of development in primary school age, according to developmental psychology, concerns memory, which turns from mechanical to arbitrary and mediating [8].

As can be seen from the results of psychological research, the conditions for the formation of memory as the highest mental function are associated with the possibility of classification on various grounds [9-14].

The article reveals aspects of the psychological manifestation of children of primary school age with impaired attention deficit hyperactivity. The peculiarities of the emotional manifestation of children with a marked syndrome, the degree of their psychological readiness for school were determined. Based on the study, the psychological age of these children is indicated [15-19].

Age arises the ability to limit unwanted emotional reactions to voluntary actions, as a result of which expression is separated from experienced emotion. L. S. Vygotsky writes that self-disappearance refers to the inclusion of an intellectual moment in action that depends on experience and direct action. In each experiment, a certain intellectual moment appears in its manifestation [20-27].

Unlike their peers, Attention Deficit Hyperactivity is impaired (hereinafter referred to as ADHD in the text) elementary school students are characterized by irritability, impulsiveness, obsession, excessive, disorganization, aggressiveness [28]. It has also been noted that such children develop unreasonable attacks of mood lability, anger, anger, anger [29]. However, problems in relationships with others [30], low self-control, and arbitrary regulation are also important components of the syndrome under discussion, which is present in 5-20% of school-age children [31].

At the same time, children with ADHD lag behind other children in development, but try to take the leading place – to lead. Due to their peculiarities and frequent lack of acceptance by their peers, they have little money to realize their leadership position, and they build relationships with young children [32-35]. In modern psychology, the thesis that emotions have a very strong influence on the activities of these children has been proven. Moderate intensity emotions can activate it, but with a further increase in the emotional background, the activity can be completely disorganized, and everything newly studied is destroyed [36-38].

Some authors argue that a large percentage of children come to school psychologically unprepared, which from the very beginning is manifested both in their educational results and in their behavioral characteristics. Children with Attention Deficit Hyperactivity Disorder are one of the brightest categories of children who have developmental problems and have difficulty learning [39-43].

In the study, we tried to solve the following problems: to determine the level of psychological preparation for school in primary school students with ADHD, as well as the characteristics of the psychological age of these children. At the same time, we can say that E. E. We drew attention to the results of Kravtsova's research, which first of all showed that psychological preparation for school is the result of the child's transition from a seven-year crisis. In addition, secondly, he found that the presence of psychological preparation for school is an indicator of the child's entry into the period of Primary School Development and provides for the formation of educational activities at primary school age [44-50].

N. N. Zavadenko's research is also relevant to us, finding that a constant violation of the emotional and personal attitude of a child with ADHD towards individual school subjects and study-related prospects, teachers with certain difficulties in working with hyperactive children is a factor. emotional-evaluative, personal component of a child's School misconduct [51-56].

**The purpose of the study** was to determine the personality, interpersonal relationships, features of maternal education of children 9-10 years old with minimal brain dysfunction and Attention Deficit Hyperactivity Disorder.

**Materials and research methods.** The study examined 108 people. They included 4 teachers in the preparatory stage and 40 children in the psychodiagnostic stage (with MMD and ADHD between the ages of 9 and 10) and 74-40 mothers, of whom three groups were formed. The main ones are 15 Junior schoolchildren and 15 mothers with MMD and ADHD; the first comparison group is 15 Junior schoolchildren (risk group) and 15 mothers with symptoms of negligence and impulsivity; the second comparison group is 10 schoolchildren with symptoms of negligence and impulsivity (Group 7 control) and 10 mothers. Research methods were clinical-biographical, psychodiagnostic, statistical data processing methods.

**Research results.** The subjects of all groups are characterized by similar personality traits: insecurity, weakness, instability, which can be considered as an age-related trait.

Young students of the MMD-ADHD group are more closed than young students at risk, have a lower level of formation of intellectual functions, are less obedient. In the structure of interpersonal

relationships of children of all groups, " attitude towards parents perceived as a parent couple "and" attitude towards the mother "are most clearly expressed. In interpersonal relationships, personal characteristics such as interest, conflict prevail. All children actively react aggressively to despair. The interconnection of the characteristics of the specific personal relationships of children with MMM-ADHD, their behavioral characteristics the peculiarities of maternal upbringing show that treating a friend as an emotionally significant person is associated with hypoprotection of the mother, underdevelopment of her parental feelings, excessive prohibitions and sanctions, projection of their unwanted qualities on the child; the attitude towards the teacher is due to the fact that the mother does not adequately meet the needs of the child, and the negative-with her educational insecurity; the mother's introduction of the marriage conflict into the educational sphere is directly related to the conflict of children, their active aggressive attitude to despair, and vice versa-curiosity.

Table data shows that children with ADHD have found low levels of arbitrary contextual communication with adults by the "Don't say yes and no" method, most of which are characterized by a low level of "cooperative competition" communication type responsible for the success of mastering a common method of problem solving. In addition, only 25% of children with ADHD have self-esteem, unlike 70% of children without the syndrome under discussion. Thus, an analysis of the results of this stage of the study found that primary school students with ADHD, unlike their peers, did not develop psychological readiness for school. This means that they are preschool children according to their psychological age.

At the second stage, we tried to study the features of the emotional sphere, since according to developmental psychology, emotions are the central mental function of the Preschool Development period, as well as to determine whether there are differences between the emotional sphere of a child of primary school age with ADHD and the emotional sphere of his peers. To this end, we have G. A. We used shalimova's technique "assessment scale of the emotional manifestation of a child". The results of the study of experimental and control groups are presented in the diagram.

The reliability of differences in data mean values in experimental and control groups has been verified using the Mann-Whitney criterion.

The analysis revealed reliable differences in the following characteristics of children's emotional manifestation: excitement, mood, fear, tears, anger, dissatisfaction, stubbornness, jealousy, arrogance, impatience. The statistical trend of the difference was determined on the aggressiveness scale. Thus, the feelings of children with ADHD differ significantly from their peers in the form of a high level of asthenic emotions.

Next, we studied the features of the emotional development of children with ADHD using the "draw a man" technique. In the process of qualitative analysis of images, the extraversion of Primary School students with ADHD, their desire for communication and action was determined, but at the same time their skills in social relationships and their need for support were determined. Anxiety has been reported in 71% of the images, which corresponds to an established average of Anxiety Index in children with ADHD. 52% of the images showed signs of fear, which was confirmed by the results of our study in the "assessment scale of emotional manifestations" (in accordance with the "fear" parameter) and in conversations with parents.

Thus, young students with ADHD, according to our data, are preschool children at their psychological age, but they are characterized by a negative emotional background towards preschool children. In addition, they have high anxiety and fear. Combined with these qualities, primary school students with ADHD, on the one hand, strive for action and even leadership, but do not have the appropriate social skills.

In order to clarify the characteristics of Primary School students, we have N. N. We used zavadenko's "survey for parents". The results obtained are presented in the diagram.

As can be seen from the diagram, elementary school students with ADHD are characterized by a certain symptom complex, which confirmed the representation of the sample. An important part of the symptoms identified by the parents were found by us in the previous parts of the study.

With the help of the "questionnaire for parents", we found that there are significant differences in measurements between children with ADHD and their peers that characterize the child's condition.

**Conclusions.** The results of research from the point of view of the biopsychosocial approach expand and determine the ideas of modern medical psychology about personality traits, including the behavior and educational motivation of children with MMD and ADHD, the peculiarities of their interpersonal relationships, the features of maternal education. The manifestation of maternal hypoprotection has been shown to correlate with the compensatory importance of relationships with teacher and friend for children with MMD and ADHD. It was found that children without symptoms of neglect and impulsiveness are characterized by high personal tension and frustration, the great importance of relationships with the mother.

Thus, the emotional sphere of an elementary school-age hyperactive child with a lack of attention with hyperactivity has the peculiarity of emotional manifestation in the form of a high level of asthenic emotions (impatience, stubbornness, excitement, anger, tears, mood, touch, fear, jealousy, aggression). The emotional sphere of children of primary school age with a marked syndrome is characterized by a differentiation of Affective and intellectual components. Children with ADHD have not developed psychological preparation for school, which means that they are preschool children at a psychological age. Therefore, for children of this category, when studying at school, taking into account the peculiarities of their emotional sphere, it is necessary to use a game technique that effectively works with preschool children.

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