

RESEARCH ARTICLE

Psychological Mechanisms for Ensuring the Constructiveness of Interpersonal Relations in The Family

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Abstract

The article analyzes the psychological content of the constructiveness of interpersonal relations in the family and the theoretical and practical foundations for ensuring it. The concept of constructiveness is presented as an important characteristic of the family relations system, and its significance in the process of personality development and socialization is substantiated. It is also scientifically substantiated that the constructiveness of mother-child relations is determined not only by emotional closeness and positive relations, but also by the child's ability to establish balanced and stable relationships with other family members.

KEYWORDS

Constructiveness, family relations, interpersonal relations, mother-child relations, family psychology, autonomy, symbiosis, reflection, identification, projection, correctional and developmental program, adolescents.

INTRODUCTION

In the context of today's globalization and the acceleration of societal development, the issue of ensuring the stability of the family institution and healthy relations among family members is becoming one of the priority areas of psychological research. Indeed, the psychological development of the individual, social adaptation, and the formation of a system of life values are largely determined by the family environment and the nature of the relations established within it.

In modern psychology, special attention is paid to the study of the emotional, cognitive, and behavioral aspects of family relations. In particular, the constructive character of mother-child relations is regarded as an important condition for the socio-psychological maturity, independence, and effective socialization of the child's personality. At the same time, studies show that the mere emotional positivity of relations in the family cannot fully ensure their constructiveness. The

stability and effectiveness of relations are also determined by the balance of interaction among all subjects of the family system.

In foreign and domestic studies, the concept of constructiveness has mainly been analyzed from the perspective of strategies for resolving conflict situations, communication effectiveness, and positive social interaction. However, the issue of considering family relations as an integral system and studying constructiveness within it in connection with the stability and proportionality of the structure of relations has not been sufficiently investigated.

In the psychology of interpersonal relations, the categories of "constructiveness" and "destructiveness" are widely used as traditional scientific concepts. In particular, these concepts have been widely applied in the analysis of interethnic relations [5], in assessing the characteristics of interaction in

the process of pedagogical activity [4], in studying conflict situations arising in the field of management [6], as well as in describing various forms of successful and unsuccessful interpersonal relations. Such an approach makes it possible to evaluate the effectiveness of relations and determine the tendencies of their development.

In scientific literature, constructive relations are usually explained by the presence of a positive emotional background among the participants of the relationship, the establishment of communication based on mutual respect and trust, the effective resolution of problematic situations, and the mutual coordination of personal interests and needs [7]. In addition, the priority of a cooperation-based approach in the communication process, without offending the personality, is also regarded as one of the important indicators of constructiveness.

The problem of the constructive approach in interpersonal relations has been studied especially extensively and deeply within the framework of conflict psychology. In this field, constructiveness is mainly analyzed from the point of view of strategies for resolving conflict situations. Researchers comparatively study constructive and destructive methods of conflict resolution and pay special attention to identifying the socio-psychological and individual-psychological factors that ensure the effectiveness of constructive strategies. This expands the possibilities for predicting and effectively managing a person's behavior in conflict situations.

In the psychology of interpersonal relations, this concept is usually interpreted in connection with the positive character of communication and interaction processes and the predominance of positive emotional attitudes toward one another among the participants of the relationship. From this point of view, destructive communicative behavior is often described in relation to various forms of aggression [2].

However, in our opinion, limiting constructiveness only to the emotional component of relations does not fully reveal its essence. If only positive emotional relations are accepted as the main criterion of constructiveness, attention may be focused more on short-term psychological states, while the internal structure of the system of relations, its structural elements, and the functional connections between them may remain outside the analysis.

Therefore, when analyzing interpersonal relations from the perspective of a constructive approach, not only the emotional

aspects of communication, but also the general structure of the system of relations and its functional integrity should be at the center of attention. In other words, constructiveness means not only the presence of positive emotional relations among the participants of the relationship, but also the systematic, proportional, and stable organization of these relations.

This approach makes it possible to consider the system of family relations as a set of interrelated relations in which each family member participates. In this case, the child's relations with the mother, father, brothers, sisters, and representatives of the older generation are interpreted as interconnected elements of a single family construction.

This approach, based on the analysis of the construction of family relations precisely from the point of view of the participating subjects, may conditionally be called the "model of subjectivized construction." According to this model, the constructiveness of relations between mother and child is determined not only by their emotional closeness or positive emotional relations, but also by the harmonious manifestation of these positive relations with other family members.

From this point of view, despite the child's very close and emotionally positive relationship with the mother, the presence of conflictual or negative interaction with other family members does not allow the system of family relations to be assessed as fully constructive. Thus, one of the important criteria of constructiveness is that relations develop proportionally and harmoniously not in terms of separate subjects, but within the framework of the entire family system.

At the formative stage of our study, in the process of analyzing the problem of constructiveness in mother-child relations, we proceeded from the theoretical and methodological approach that any perfect system is based on the mutual coordination, proportionality, and functional harmony of all the elements that constitute it. According to this approach, the constructiveness of family relations is determined not by the positivity of individual relations, but by the balanced organization of relations among all the links of the family system.

It is known that symbiotic relations may have a negative impact on the process of socialization of the individual and on formation as an independent personality. This is because, in this form of relations, the child's opportunities to establish independent connections with the external social environment

are limited, and his or her social experience is formed within a narrow framework. The negative consequences of this situation have also been noted in scientific studies. In particular, studies conducted by V.I. Melikhova and Ye.S. Slyusareva scientifically substantiated that the difficult course of the separation process in relations with the mother has a negative impact on the child's speech development [6].

Within the framework of our study, in order for the system of mother-child relations to proceed on a constructive basis, psychological correction and developmental work was organized with a group of adolescents according to a special

program, with the aim of strengthening positive attitudes toward the links constituting the entire construction of family relations and accustoming them to act on the basis of adequate behavioral strategies. The program consisted of separate sessions that mainly included exercises developed on the basis of the principles of cognitive therapy, logotherapy, imagotherapy, Gestalt therapy schools, and the classical TG methodology.

Thus, the comparative analysis of the results of the three groups of subjects made it possible to assess the effectiveness of the formative approach at the level of statistical values.

Table 1

Indicators of changes in adolescents' attitudes toward family members as a result of the formative experiment

Groups of subjects	Research stage	Mean values	Student's T-criterion	Statistical significance level
Control group (n=16)	initial examination	6,3	1,8	p≥0,05
	retest examination	5,9		
1st experimental group (n=22)	initial examination	6,1	2,25*	p≤0,05
	retest examination	9,8		
2 nd experimental group (n=15)	initial examination	5,8	3,44**	p≤0,01
	retest examination	12,1		

Comparison of the results of the first and second stages of the formative experiment shows that no significant changes were observed in the control group over the elapsed time, that is, the values calculated according to statistical criteria were below the minimum threshold of significance (t=1.8; p≥0.05). Conversely, statistically significant differences were recorded in both experimental groups, indicating that the probability of error was lower than the levels accepted in science (2.25; p≤0.05 / 3.44; p≤0.01). This situation primarily proves the

effectiveness of the proposed methodological approach and shows that not only the described model, but also the methodological support for its implementation may be sufficiently effective.

The positive effect of the approach proposed in the study is especially effective from the point of view of constructivism and is manifested, on the one hand, in constructiveness in relations with parents, that is, the ability to positively resolve various problematic situations, and, on the other hand, in

teaching how to maintain the entire system of family relations at a comprehensively high level of psychological effectiveness.

The second important aspect understood from the results described above is related to the indicators of difference at two different levels in both experimental groups. It is noteworthy that, in the initial situation, children who rated

their relations with all family members as low showed a shift in their views toward them in a positive direction after the practical correctional sessions. However, the other side of the issue is that the results of children whose relations among family members were mainly negative with their mothers increased sharply after the training session compared with the previous results (Table 2).

Table 2

Indicators of changes in attitudes toward family members after the experiment in the conditional groups of subjects

Groups of subjects	Mean values of attitudes toward family members (M)						Fisher F - criterion	
	Father	Mother	Grandfather	Grandmother	Brother	Sister	F	p
Control group	5,4	6,1	9,1	8,5	4,7	6,2	4,17	p≤0,01
1 st experimental group	8,8	12,2	9,4	8,9	10,1	9,3	1,9	p≥0,05
2 nd experimental group	8,1	8,6	7,3	7,1	8,2	9,2	1,1	p≥0,05

As can be seen from the results of the dispersion analysis, a high degree of internal dispersion is observed in the attitudes toward family members among the subjects of the control group who did not undergo training practice. In the group of adolescent children whose relations with all family members had already been tense, a positive shift occurred as a result of the training; however, a certain dispersion of scores was recorded across the objects of evaluation (family members). This indicates that the positive change noted earlier in the statistical comparison mainly occurred due to a sharp increase in indicators in relation to certain objects. On the contrary, when analyzing the results of the second group, we can see that positive changes occurred evenly. This situation is also reflected in the relatively small difference between the dispersions.

At the same time, among adolescents who, during the initial examination, demonstrated a uniformly negative attitude

toward all family members, it can be seen that the positive change after the training occurred to a greater extent toward someone and to a lesser extent toward another family member. On the contrary, among children whose relations were initially negative primarily with their mothers, we can see that the positive changes after the training also transferred to other directions, that is, spread throughout the entire construction of family relations. From this, it can be concluded that in the Uzbek family the mother has a centralizing role, and positive changes in mother–child relations have an evenly constructive effect on the child’s relations with all family members.

Thus, based on the model proposed by us, according to the results of the formative approach carried out through special sessions aimed at activating and developing psychological mechanisms (individual and social reflection, identification, projection, imagination), the following conclusions may be

drawn:

1. In organizing practical psychological assistance for adolescents in the direction of correcting family relations, it is effective to emphasize the activation of the mechanisms of individual and social reflection, identification, projection, and imagination of the family perspective.

2. The proposed correctional and developmental training program forms the necessary skills for positively changing constructiveness in the adolescent child's relations with the mother, regardless of how the child relates to other family members.

3. As a result of practical psychological work, when the adolescent's attitude toward other family members also has a relatively even positive dynamic, the change in the level of constructiveness of the attitude toward the mother demonstrates the highest indicators.

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