TO‘LIQ OILALARDA OTANING PSIXOLOGIK JIHATDAN “MAVJUD EMASLIGI” ERTA O‘SPIRINLIK DAVRIDAGI VAYRONKOR TENGDOSHLARARO MOJAROLARNING PREDIKTORI (TAXMINIY SABABCHISI) SIFATIDA

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ANNOTATSIYA

Ushbu maqolada otaning psixologik jihatdan “mavjud emasligi” — ota oilada birga yashasa-da, lekin uning bola hayotida hissiy yoki psixologik jihatdan ishtirok etmasligi fenomeni o‘rganiladi va tadqiq qilinadi. Otaning oilada jismonan “yo‘qligi” ko‘plab ilmiy manbalarda yetarlicha yoritilgan bo‘lsa-da, o‘zini xuddi yo‘qdek tutadigan otalar bolaning hissiy tayanchida bo‘shliq (vakuum) hosil qiladi, bu esa tengdoshlar o‘rtasidagi mojarolar uchun qulay zamin yaratadi. Mavjud xalqaro tahliliy (longityud) tadqiqotlar, sovet davri oilaviy tizimlar nazariyasi hamda O‘zbekistondagi zamonaviy psixologik qarashlar sharhi otalarning hissiy e’tiborsizligi va o‘spirinlarning ijtimoiy beqarorligi o‘rtasidagi sabab-oqibat bog‘liqligini tushunishga imkon beradi.

KALIT SO‘ZLAR

otaning psixologik jihatdan “mavjud emasligi”, «bosh-oyoq» (shaklan bor, ruhan yo‘q) ota fenomeni, to‘liq oilalar, erta o‘spirinlik davri, tengdoshlararo vayronkor mojarolar, hissiy tartibga solish (emotsional regulyatsiya), kognitiv skaffolding (ko‘mak), ijtimoiy agressiya, frustratsiyaga chidamlilik.

ПСИХОЛОГИЧЕСКОЕ ОТСУТСТВИЕ ОТЦА В ПОЛНЫХ СЕМЬЯХ КАК ПРЕДИКТОР ДЕСТРУКТИВНЫХ КОНФЛИКТОВ СВЕРСТНИКОВ В РАННЕМ ПОДРОСТКОВОМ ВОЗРАСТЕ

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АННОТАЦИЯ

В статье изучается и исследуется феномен психологического отсутствия отца — явления, при котором отец проживает в семье, но не вовлечен в ее жизнь эмоционально или психологически. В то время как физическое отсутствие отца в семье достаточно хорошо задокументировано, отцы, которые ведут себя так, будто их буквально не существует, создают вакуум в эмоциональной поддержке ребенка, что формирует благодатную почву для конфликтов со сверстниками. Обзор доступных международных лонгитюдных исследований, теории семейных систем советской эпохи и современных психологических перспектив в Узбекистане позволяет понять причинно-следственную связь между эмоциональным пренебрежением со стороны отцов и социальной нестабильностью подростков.

КЛЮЧЕВЫЕ СЛОВА

психологическое отсутствие отца, феномен «присутствующего-отсутствующего» отца, полные семьи, ранний подростковый возраст, деструктивный конфликт со сверстниками, эмоциональная регуляция, когнитивный скаффолдинг (поддержка), социальная агрессия, толерантность к фрустрации.

PATERNAL PSYCHOLOGICAL ABSENCE IN INTACT FAMILIES AS A PREDICTOR OF DESTRUCTIVE PEER CONFLICT IN EARLY ADOLESCENCE

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ABSTRACT

The article explores and investigates the phenomenon of paternal psychological absence - an occurrence whereby the father lives in the home but is not engaged with the family emotionally or psychologically; although father's physical absence from the home is well documented, fathers who behave like they do not exist literally create a void in the child's emotional scaffolding – thus, creating a fertile ground for conflict among peers. A review of available international longitudinal studies, Soviet-era family systems theory, and contemporary psychological perspective out of Uzbekistan, provides an understanding of the causal relationship between fathers' emotional neglect and adolescent social instability.

KEYWORDS

paternal psychological absence, "present-absent" father, intact families, early adolescence, destructive peer conflict, emotional regulation, cognitive scaffolding, social aggression, frustration tolerance.

The transitioning process from childhood into adolescence is characterized by major biological, cognitive, and social reorganization. Adolescents begin to move away from their primary caregivers in an effort to develop their own sense of self-identity during this challenging time period. As a result, peer groups become critical during this time; therefore, adolescents use their peers as a social lab in which to practice their social skills, define their social rankings, and obtain the emotional recognition they require for developing self-esteem. Traditionally, developmental psychologists have relied upon the traditional family structure, or "intact," as the basis for providing a safe and secure environment for adolescents to go through the transition of becoming independent from their parents. However, this demographic definition does not adequately explain many children's experiences with fathers who are "present-absent," or fathers living in the home who are physically present but consistently emotionally detached, psychologically unavailable, or completely uninvolved. The phenomenon of parental psychological absence has not received the attention that the more noticeable interruptions that occur due to divorce or separation have received over many years.

Psychological absence is only an interior experience for adolescents – the feeling of consistently having a "void" regarding one's relationship with one's father. Having one's father physically remove himself from the equation can have an even greater impact on emotional development during the adolescent period (around age 12 -18) than if he were to still be engaged as a parent. During this adolescent period, the father's role also begins to shift from that of a primary authority to that of an important mentor and emotional anchor. According to a recent study, it is much more important than just having both parents present during childhood that the parent-child relationship be of high quality when predicting the future development and accomplishments of a child [6,7]. When a father is considered to be present but not emotionally available to his adolescent, he creates an environment where the adolescent feels like he does not have a father to provide guidance on how to deal with peer conflict; thus, the adolescent must figure out how to navigate the complicated world of peer conflict by himself without an emotional buffer. The end result of this "invisible" deficit is that the adolescent will develop poor frustration tolerance, poor empathy, and poor communication skills. All of these issues create a vulnerability for the adolescent when dealing with peer rejection and will lead to using maladaptive social strategies to attempt to deal with the peer pressure. This article proposes that the father's psychological absence predicts destructive peer conflict and creates volatile environments for peer relationships.

Soviet psychological analysis has traditionally placed great emphasis on the authoritative role of

fathers as a connection to the world outside of their families. A prominent Belarusian psychologist Natalia Oliferovich points out that when fathers have formal authority in the home (for example, being the primary provider or head of the household) but do not have strong emotional connections with their children, the family does not have stability. Children raised in these homes have difficulty responding well to authority as they have to build their skills with the authority of peers but have not learned the importance of compromise because of how their parents interacted with them. Beyond the structural dynamics of the family system, paternal engagement serves as a foundational pillar for the development of emotional regulation and cognitive scaffolding. Emotional regulation is not an inherent characteristic but a learned behavior developed through multiple complex interpersonal interactions with caregivers who exhibit secure, authoritarian, and nurturing behaviors toward children. When a father is psychologically engaged in his relationship with his child, he is a foundational emotional buffer, which supports the child in having a safe setting within which to explore their emotional outbursts or intense emotions. Fathers assist adolescents with developing the ability to emotionally self-regulate by using mirroring techniques such as participating in shared activities and communicating verbally while remaining engaged over time [2].

Research indicates that scaffolding to facilitate the transition from dependence on parent coregulatory behavior to independence through self-regulatory behavior is important in the early adolescent years. An emotionally unavailable father (even if present in the household) has a significant effect on creating a supportive environment for adolescents during their developmental transition. Further, adolescents raised in households with an emotionally absent father do not have a positive model for using cognitive reappraisal as a form of reducing their emotional responses when encountering negative situations (e.g., for addressing conflict with a peer). As a result, these adolescents will have a tendency towards catastrophic thinking—when a minor disagreement with a friend feels like being completely rejected socially—and react to the stress caused by a social rejection with aggressive behavior that is generally reactive and destructive [6].

Research in autonomic regulation links the quality of father-adolescent relations with the development of physiological pathways that manage the body's stress responses [5]. Without a father's involvement, the adolescent's ability to achieve "emotional equilibrium" is severely limited. This limitation is more than just a psychological problem; it creates a vulnerability to being overreactive to peer stimuli. In the absence of a father to validate their feelings and consistently provide calm support, an adolescent faces difficulty distinguishing between giving and receiving constructive peer assessments and receives their assessment of themselves as being attacked. Therefore, lack of a father's cognitive scaffolding impedes emotional maturity and predisposes adolescents to misread social cues. Misreading these social cues can escalate the normal peer interaction into ongoing and negative conflicts that reduce the adolescent's social reputation and health in the long term.

Destructive peer conflict that occurs in early adolescence is seldom caused by simple personality clashes; rather, it is a complex behavioral extension of internalized relational deficits. Additionally, adolescents often use their peer group to attempt to resolve, replicate or compensate for the unresolved domestic dynamics that they may have experienced due to their father's psychological absence in their home environment [8]. Literature highlights three pathway options for the parent-father's absence to manifest itself and be experienced through social aggression with others:

1. Mirroring Dysfunctional Models to Self-Destruction: The adolescent has learned the

"neglectful" or "withdrawn" communication style of their father and, thus, will often

show the same dismissive behavior when interacting with their friends and cause them to

socially reject them first and then fight.

2. Lack of Frustration Tolerance: An adolescent may have had an emotionally engaged

father and, therefore, learned how to process their anger when experiencing rejection

from their peers. Conversely, if the adolescent has never learned how to process their

anger, when they are rejected, there is a greater cortisol-related stress response and may react explosively or impulsively [2].

3. For validation through alternative means, many adolescents who do not receive

validation from their father can be hyper-aware/analytical of any form of negative

interaction with their peers, so in order to mask their own feelings of insecurity, it is

common for these adolescents to bully others and try to demonstrate an “upper hand”

over other kids [1].

In Uzbekistan's cultural context, fathers have always served as providers and decision-makers within a family, which has been integral to maintain the stability of families within Uzbekistan.

However, the rapid changes in the socio-economic environment of Uzbekistan have created cases where the father can be present but not emotionally engaged with his child due to either

high stress from employment conditions or the continuation of the more traditional "distant" approach to parenting. Integrative Psychology research in Uzbekistan indicates that in cases where the father uses an authoritarian approach to parenting (i.e., uses a high degree of control and a low degree of emotional warmth), children who are raised under this style of parenting will often have difficulty developing empathy [1]. For adolescents raised in such environments, the only safe place to emotionally express themselves becomes their peer group.

However, because of their lack of experience from their father with emotionally warm and authoritative communication, these relationships will typically be unstable.

This research demonstrates that the psychological absence of fathers - even within two-parent households - has a profound impact on adolescent social instability, and is all too often hidden from our view. The presence of a father physically is not enough to guarantee stability of the family; rather his presence must also include an active, thoughtful and emotional connection to the child. A father who is there but does not have an emotional connection to his children creates a "present-absent" father and a psychological void for early adolescents. In this way, early adolescents develop no emotional scaffolding for the regulation of emotions, tolerance for frustration, and/or social differentiation when they enter into increasingly complex peer environments.

The implications of our findings for practitioners are considerable: we must begin to move away from the dichotomy of intact versus broken homes; mental health and education professionals need to incorporate qualitative measures of paternal involvement into screening procedures; and the absence of warmth or communicative accessibility from a father is a critical contributor to externalizing behaviors. A paradigm shift is required to prioritize the development of a father's emotional literacy and to encourage him to engage with his children intentionally instead of just utilizing resources to respond solely to cases where there is physical absence.

In cultural settings such as Uzbekistan, where fathers are still viewed as the authority figures in the family, there is an urgent need for culturally relevant programming that regards the emotional empathy of the father as part of the parental responsibility. Only by bridging the gap between authority and emotional availability for the adolescent will we create the secure base necessary for adolescents to navigate peer chaos successfully. Without action on this front, we are risking creating additional cycles of instability.

FOYDALANILGAN ADABIYOTLAR

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