

## Forms of Counseling for Children and Adolescents

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**Annotation:** Nowadays children and teenagers become aggressive, walk with constant stress. The article deals with the forms of counseling for children and adolescents in such situations

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The process of counseling children and adolescents involves the use of different forms of work.

So, in some cases, a child (teenager) can get advice directly from a psychologist, without the involvement of adults:

- 1) when a child can receive the help necessary for his successful adaptation from a psychologist without the presence of parents. For example, a preschool child discusses with a psychologist ways to get out of a conflict situation with peers or adults;
- 2) when parents are busy at work most of the time and do not have the opportunity to visit a consultant with their child, but entrust consultations to an educational psychologist (in kindergarten or at school);
- 3) when the problem of the child's treatment is not a personal problem, but only requires information;
- 4) when a child (teenager) does not agree to discuss an important problem for him in the presence of his parents.

In these cases, counseling takes place within the framework of the “child-consultant” scheme. It can take the form of information, conversation, diagnostic examination, career guidance, psychotherapy.

As a rule, the initial contact with the consultant comes from interested adults (parents or educators). In this case, adults identify the problem and ask the consultant psychologist to help both the child and themselves [1].

Consultations of this kind may be limited to parent-consultant or educator-consultant contacts. Moreover, work with adults can be limited both to the scope of counseling without the use of counseling, and include counseling.

Everything will depend on the specific case, on the request of adults, on the skills of the consultant. Quite often, parents (teachers) only need to obtain the necessary information about the age characteristics of children, about ways of effective interaction, and about taking into account the individual characteristics of the child. According to the German psychoanalyst Günter Horn, the focus is always on the child and his problems, but sometimes parents themselves need psychological help. So, sometimes the mother of a "little child" needs help to become the mother of a schoolchild's child.

Along with this, in counseling, it often becomes necessary for the psychologist to interact with all family members. In this case, it is also possible to conduct an informational conversation, psychotherapy.

Counseling for children and adolescents is largely family counseling, since the best way to psychologically influence a child is through parents, whose influence is global. If one of the parents has a neurosis or psychopathy, the child cannot be cured without psycho-corrective work with the parent.

The psychologist diagnoses the personal characteristics of the parents, the characteristics of intra-family relations, assists in the healing of interpersonal relations in the family (after all, sometimes the problem of the child declared by the parents is just an attempt to unite the family). The psychologist identifies the problems of the child, explains them to the parents. And if parents understand their child better, deeper, this is another stage of their rapprochement with him. In general, the problem can be considered solved if the objective description of the child and his problems does not cause difficulties and irritation in parents. Attitude towards the child, upbringing forms his system of relations to himself, to others, to life.

Lutova-Roberts [2] suggests the following scheme for parental counseling:

- discussion of organizational issues, drawing up a contract between parents and a psychologist;
- collecting information about the difficulties in raising a child;
- identifying points on which parents do not have differences;
- identifying positions on which parents have differences;
- identifying positions on which parents are ready to come to a consensus;
- drawing up a contract between parents on those positions on which an agreement has been reached.

In order for the relationship between the consultant - the child - the parent to become truly "helpful", the psychologist needs to interest the clients. Experts identify four elements in the counseling process:

1. Initial interview with parents (or guardians) and the child.
2. Child-centered interaction process.
3. Client assessment, including problem definition.
4. Intervention plan.

The admission interview is conducted with the parents with the participation of the child. It is important for the child to realize that the therapist is primarily focused on their overall well-being and not solely on the interests of the parents. For the consultant, the opinion of the child himself about the existing problem is important.

The consultant can work individually with the child, with the whole family, or only with the parents. He must catch the features and hidden motivation of the appeal, try to formulate a contract for a certain type of assistance. Most often, one of the parents comes to the first appointment with the child. This is a fragment of the family system (if the family is complete), and the process of family dyad counseling can be considered as family assistance. Then other family members are invited to the next meeting [3].

Already at the first meeting, the consultant finds out who the request comes from and works with this family member. Often, when a psychologist asks a child (and even a teenager), he can formulate his request. The most common response is: "I don't have a problem. It's my mom who's worried." Parents, however, do not always provide assistance to a psychologist in clarifying the true state of affairs. In the case of forced involvement in work with a psychologist (when the child and parents are referred to a specialist by a teacher, administration, law enforcement agencies), etc. In this case, the parents are not ready to cooperate and may show psychological resistance. It can be caused by fear of disorganization, a desire to avoid the depth of emotional impact, value and socio-cultural differences between the client and the consultant, a general negative attitude, negative experience, etc. Sometimes parents prefer to bring the child "for correction", not wanting to change something in their own relationship and behavior.

Children should not be excluded from the psychotherapeutic process. Since they are an integral part of the family as a holistic education. As a rule, during consultations, "talkative" adults are "included in the work" and "silent", although excellently playing, small children are excluded [4].

In addition, the most serious shortcoming in the work of modern child and family psychotherapists is that neither one nor the other arranges joint family sessions with young children. More often they work alone with children, in the absence of adults, or with adults, excluding small children.

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