

**THE PHENOMENON OF HUMAN LOVE IN THE CONTEXT OF
PHILOSOPHICAL AND PSYCHOLOGICAL CONCEPTS**

Rahimberganova Dinora Arslanbekovna

*Master student, Foreign Philology faculty,
Urgench State University, Urgench city*

Abstract: Many issues that affect all people on a moral, ethical, social, and psychological level are a result of the contemporary urban and technological society. Humanity currently faces numerous pressing issues, such as maintaining human subjectivity as a whole as well as culture and true humanity—that is, an individual's moral, spiritual, distinctive, and value-integrity principle—in man. In this situation, education and upbringing are crucial because they shape generations and influence how they think, behave, and define their values. People's minds and souls are formed and influenced in many ways by education and upbringing, which are attributed to several fundamental mechanisms. Loving connections are among these methods.

Keywords: psychological level, scientific psychology, complex and ambiguous phenomena, psychological mechanisms, personal responsibility.

Introduction

Although philosophy has historically had categorical authority over the topic and notion of love, this does not mean that other sciences cannot explore this phenomenon. Though it is not as well-known as other issues, the subject of love is not new in contemporary scientific psychology. The works of M. Balint, M. Bergman, E. Bern, D. Braunschweig and M. Fein, J. Wisdom, J. Despert, I. Josselin, O. Kernberg, M. Klein, I. Maccoby, N. McConaghy, H. Malera, J. Mann, J. Meyer, E. Person, W. Reich, A. Rosenfeld, G. Sullivan, J. Scott, R. Stoller, V. Frankl, Z. Freud, E. Fromm, J. Chasse-Smirzhel, M. Schafer constitute the foundation of this subject.

It appears that there isn't as much diversity in psychological works on the aforementioned topics in Uzbekistan right now because of the country's unique socio-historical circumstances. However, it is impossible to overlook the comprehensive historical-analytical and socio-psychological contributions made by Russian scholars such as, Yu.B. Ryurikov, P.S. Gurevich, L.Ya. Gozman, I.S. Kon, V. Levi, and V.M. Rozin.

Literature review

Empirical-descriptive and experimental research on the problem of love have started to emerge since the 1960s of the 20th century, bringing new perspectives and insights to the subject while also presenting fresh and intriguing models of love. Scientists like A. Aron, M. Barnes, E. Berscheid, E. Boothroyd, K. Dion and K. Dion, K. Davis, J. Lee, D. Pederson and M. Shoemaker, S. Peel, R. Pluchik, Z. Rabin, and others reflect this tendency in their researches conducted abroad.

Because love is a complex and ambiguous phenomena, it is challenging to examine within the confines of psychology. For this reason, we approached the issue of love using attitude, a basic psychological concept. Conventional psychology approaches are a known and accessible way to investigate relationships.

The appeal to the multifaceted problems of love relationships is caused by a number of factors: the avalanche onset of mass culture, turning the population into an easily manageable, isolated, selfish biomass devoid of personal responsibility; the general state of parental and social education with the dominance of distorted or infantile, immature relationships in the “adult-child” system; the need to

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understand and use those psychological mechanisms thanks to which modern domestic educational systems can move from a knowledge-based to a personal paradigm, widely declared in the new concept of education. This work is another attempt to overcome the spiritual nihilism that has struck and infected almost all layers of society. Just as G. Sullivan believed that psychiatry should help resolve social problems, we believe that psychology and pedagogy cannot remain aloof from solving pressing social problems, in particular those related to the quality of reproduction of the nation and the mental health of the population. The topic of love in general and love relationships in particular, in our opinion, is one of the ways to find opportunities to confront and compensate for these problems.

Discussion

The main contradiction that prompted us to put the problem of love relationships in the context of psychological and pedagogical study is that, on the one hand, the problem of love relationships is psychologically key for the formation and development of an individual and society as a whole, and is also in demand at the level of mass and scientific consciousness; on the other hand, we have an extremely poor representation of the topic of love relationships in psychology, both at the level of systemic descriptive and conceptual ideas, and at the level of empirical and experimental studies of this phenomenon. Thus, the relevance of this work is due to the following factors:

1. the absence in modern Russian psychology of systematic ideas about the phenomenon of love relationships (in the broad and narrow sense);
2. insufficient development of the problem of the role of love relationships in the development and formation of personality; insufficient awareness in the public and professional (psychological and pedagogical consciousness) of the role of love relationships in the development and formation of a person's personality;
3. the needs of modern theoretical and practical psychology and pedagogy for the presence of systematic ideas about the phenomenon of relationships of human love, since the education of feelings and relationships is an acute, pressing and urgent problem of modern teaching and upbringing. Mass general secondary school does not teach understanding of oneself and others, does not provide the experience of true cooperation, does not talk about the culture of experience, feelings, work and creativity. Lack of awareness of this need leads in the practice of life to a flattening and dulling of the emotional sphere of a person and the replacement of higher human feelings with the needs of a lower, organismic order;
4. the need to understand how ordinary consciousness categorizes the sphere of relationships of love and the value of love in the context of other life values, because the latter determines the characteristics of the behavioral and social orientation of people in the world around them;
5. the existing level of theoretical ideas about the phenomenon of love relationships hinders the solution of a number of actual practice-oriented tasks related to the education of the younger generation and, in their person, the future educators of the next generations; with optimization of pedagogical interaction in family and educational systems; with increasing the level of psychological and professional training of education and training specialists; with an increase in the general psychological culture of the population. The latter seems especially important, since sociological, psychological, psychiatric, medical and even economic research in recent years inexorably indicates a steady increase in the severity of psychological problems throughout the world. The modern school and the entire system of education and upbringing, which are under the threat of drug addiction and alcoholism, abuse, prostitution and illegal activities, cannot overcome the above-mentioned difficulties without finding the right ways and mechanisms of general spiritual uplift and identifying the sources (not symptoms) of the identified problems;
6. The relevance of the study is determined by the practical tasks of educating a person's system of life and semantic orientations and the need for qualified psychological assistance on issues of human relationships, conditions and experiences. Wrong advice or recommendations from

psychologists lead to a deterioration in a person's life or condition and form a negative attitude towards all psychology.

The theoretical and methodological basis of the study are: general scientific principles of knowledge; theoretical developments in the field of general psychology and personality psychology (L.S. Vygotsky, S.L. Rubinshtein, A.N. Leontiev, L.I. Antsyferova, D.I. Feldshtein, V.N. Druzhinin, B.M. Teplov, B.S. Bratus, V.A. Petrovsky, V.D. Shadrikov, V.T. Kudryavtsev); humanistic and existential approach (A.A. Leontiev, A. Maslow, R. May, V.A. Petrovsky, K. Rogers, V. Frankl, E. Fromm); personality-oriented approach to development, training and education (M.A. Alekseev, A.G. Asmolov, E.V. Bondarevskaya, L.S. Vygotsky, I.V. Dubrovina, I.A. Zimnyaya, A.M. Zimichev, Ya.Korchak, A.K.Markova, A.A.Rean, V.V.Serikov, V.A.Sitnikov, G.S.Sukhobskaya, D.I.Feldstein, D.B.Elkonin, I S. Yakimanskaya, V. A. Yakunin, etc.); the concept of unconscious contents of the psyche (Z. Freud, K. Jung, A. Adler, P.V. Simonov, P.S. Gurevich, etc.); the concept of subjective relationships of the individual, the theory of object relations and the concept of interpersonal relationships (O. Kernberg, M. Klein, A.F. Lazursky, D.A. Leontiev, B.F. Lomov, V.N. Myasishchev, S.L. Rubinstein, G. Sullivan); The purpose of the study is to develop the concept of mature sexual love relationships and the concept of parental love in their meaning and functions that ensure optimal human development. To determine the possibilities and factors for the formation of the value of love as a broad life position within the framework of the educational process. To identify the semantic representation of the sphere of love in models of everyday consciousness of adults, children and youth.

Object of study: love relationships as a special type of subjective and social relationships of the individual.

Subject of research: the formation and specificity of love relationships, their manifestation in ontogenesis and at the level of ordinary consciousness in adults, children and youth in the context of problems of education and upbringing.

Research hypotheses: Love relationships are the main source of normal and positive mental and personal development of a person; are formed in ontogenesis under the dominant influence of the processes of identification, education and training. Primary relationships of love/dislike on the part of a significant environment determine the potential, quality and characteristics of those relationships of love that a person realizes in the process of his own life.

Research objectives

1. Summarize and systematize theoretical, empirical and practice-oriented research on the problem of love relationships in psychology. Determine the theoretical and empirical foundations of the psychological study of love relationships.

2. Present the essential psychological characteristics, definition and understanding of love relationships in the broad and narrow senses. Determine the place and role of love relationships in the holistic system of subjective and social relationships of the individual. Formulate the concept of mature sexual love. Highlight the psychological characteristics and specifics of love relationships in the context of subjective personal relationships.

3. Identify the psychological structure and characteristics of parental love in the specifics of maternal and paternal forms.

4. To establish the possibilities and factors for developing in schoolchildren the value of love as a broad life orientation within the framework of the educational pedagogical process.

5. Define the phenomenon of a person's ability to love in a broad and narrow sense, identify the structure and dynamics of these abilities. To develop methodological means for assessing the socio-psychological components of the holistic ability to love.

6. Empirically identify the features of everyday ideas of adults, children and youth about the sphere of love relationships in the following aspects: - the expression of the value of love in the minds

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of youth and adults on the scale of life values, and the value of love itself from the point of view of its components;

- specificity of the development of everyday ideas about love in ontogenesis; -features of the semantic field of the sphere of love relationships in everyday consciousness;
- tendencies and patterns of object selection in love relationships;
- semantic representation of parental love in the minds of parents and their children.

7. Develop program materials for special psychological training of teachers and parents in order to increase the effectiveness and quality of their formative influence on children.

Research methods: The study used a set of complementary methods: theoretical (logical-historical, analytical-synthetic, comparative-contrastive, method of generalization and systematization of theoretical and empirical data), empirical (questioning, standardized and associative author's methods, drawing methods, semantic differential method, adapted standard diagnostic techniques), qualitative and quantitative methods of data processing (descriptive statistics, calculation of correlations, factor analysis, determination of differences by sign criterion). The method of psychological and pedagogical formative experiment was used in the work. The choice of methods was determined by the logic of the study and the tasks solved at each individual stage.

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