

PSYCHOCORRECTION APPROACHES IN MIGRANT FAMILY SETTINGS

ПСИХОКОРЕКЦІЙНІ ПІДХОДИ В УМОВАХ РОДИНИ МІГРАНТІВ

Modern society is frequently destabilized by crises, while global efforts to accumulate wealth persist, whether overtly or covertly. Simultaneously, the increasing unity and integrity of the world necessitate the formulation and implementation of comprehensive developmental paradigms. Failure to do so risks the degradation of the world order, propelling the human race towards calamity. Social relations are assuming an increasingly intricate character, obliging individuals, as distinct personalities, to actualize numerous statuses and roles. Nevertheless, individuals remain inadequately equipped to discharge these responsibilities. This lacuna extends to parental duties, where a pivotal function of the family lies in nurturing children and molding them into socially adept individuals. Despite societal assistance in this endeavor, circumstances occasionally transpire wherein conventional methodologies, encompassing education, medical interventions, social-psychological support, and broader societal initiatives, prove insufficient in rectifying the prevailing challenges. These challenges span both routine, everyday tasks and exceptional, sometimes unprecedented circumstances. In such instances, it is imperative that parents do not confront their predicaments in isolation, but rather, society should proffer comprehensive support. This article specifically delves into the realm of psychological assistance, or more precisely, psychological correction measures. The efficacy of parents in influencing the physical and mental well-being of their offspring hinges on both their inherent capabilities and their degree of preparedness. Despite the augmented accessibility of information, its practical application is contingent upon the specific preparedness of parents. The structuring of psychological training for parents globally is grounded in scientific principles and the operational activities of specialized organizations and institutions. Active participation in this process is observed from medical professionals, psychologists, and social workers. Comprehensive assistance is rendered by both state and non-state entities, with an evolving legal framework adapting to daily exigencies and shifting conditions. The systematic implementation of these initiatives is primarily discernible in developed countries. Conversely, in developing nations, the efficacy of instituted measures is significantly influenced by the prevailing standard of living and the quality of healthcare and education systems. Despite these contingencies, psychotherapeutic methodologies and technologies employed in this context continue to undergo refinement, yielding increasingly substantial benefits.

Key words: *migrant families, incomplete and problematic families, socialization of children, psychological correction, psychological rehabilitation.*

Сучасне суспільство часто зазнає дестабілізації через кризи, тоді як глобальні зусилля

з накопичення багатства тривають, відкрито чи приховано. Водночас зростаюча єдність і цілісність світу зумовлюють необхідність формулювання та реалізації комплексних парадигм розвитку. Якщо цього не зробити, це загрожуватиме деградацією світового порядку, що підштовхне людство до катастрофи. Соціальні відносини набувають усе більш запутаного характеру, змушуючи індивідів як самотуніх особистостей актуалізувати численні статуси і ролі. Тим не менше люди залишаються недостатньо підготовленими для виконання цих обов'язків. Ця лакіна поширюється на батьківські обов'язки, де основна функція сім'ї полягає у вихованні дітей і формуванні з них соціально адаптованих особистостей. Незважаючи на підтримку суспільства у цьому починанні, час від часу виникають обставини, коли традиційні методології, що охоплюють освіту, медичне втручання, соціально-психологічну підтримку та ширші суспільні ініціативи, виявляються недостатніми для вирішення існуючих проблем. Ці виклики охоплюють як рутинні повсякденні завдання, так і виняткові, іноді безпрецедентні обставини. У таких випадках украй важливо, щоб батьки не протистояли своїм труднощам ізольовано, а радше суспільство має запропонувати всебічну підтримку. Ця стаття присвячена саме психологічній допомозі, а точніше психологічним корекційним заходам. Ефективність впливу батьків на фізичне та психічне благополуччя своїх нащадків залежить як від їхніх здібностей, так і від ступеня підготовленості. Незважаючи на підвищену доступність інформації, її практичне застосування залежить від конкретної підготовленості батьків. Структурування психологічної підготовки батьків у глобальному масштабі ґрунтується на наукових принципах і оперативній діяльності спеціалізованих організацій та установ. Спостерігається активна участь у цьому процесі медичних працівників, психологів, соціальних працівників. Усебічна допомога надається як державними, так і недержавними організаціями, законодавча база, що розвивається, адаптується до щоденних потреб і мінливих умов. Системність реалізації цих ініціатив помітна, насамперед, у розвинених країнах. Навпаки, у країнах, що розвиваються, ефективність запроваджених заходів значною мірою залежить від переважаючого рівня життя та якості систем охорони здоров'я та освіти. Незважаючи на ці випадковості, психотерапевтичні методології та технології, що використовуються у цьому контексті, продовжують удосконалюватися, приносячи все більш значні переваги.

Ключові слова: *сім'ї мігрантів, неповні та проблемні сім'ї, соціалізація дітей, психологічна корекція, психологічна реабілітація.*

UDC 316

DOI <https://doi.org/10.32782/2663-5208.2024.58.46>

Taghiyeva T.M.

PhD student at the Department of Social Work
Baku State University

Degree of problem elaboration. It is imperative to acknowledge that the academic literature, both theoretical and practical, is richly endowed with insights pertaining to the degree of problem elaboration, particularly within the con-

text of international experience. The literature in the English language extensively elucidates the issue [1; 4; 6]. This can be attributed to the more advanced organization of social and psychological support in developed nations and the prioritized

zation of scientific field development by the state [2; 5]. Research on parental involvement primarily addresses children in need of special attention. In addition to the methodologies of specialized psychological and social work, extensive and diverse research exists in domains such as human physiology, health, well-being, and the impact of the social environment [3; 6].

Psychological correction work associated with parents constitutes an integral component of psychological correction efforts directed towards children. Consequently, various methodological approaches are suggested, encompassing separate work with parents and children, subsequently with groups of parents and children, and methodologies involving the collaborative engagement of both parents and children [3].

Objectives. The article's objective is to scrutinize the distinctive characteristics of social psychological rehabilitation work with children in migrant families.

The **methods** employed include the critical analysis of foundational ideas within scientific literature and the synthesis of outcomes from practical research.

The Specificities of Family Upbringing and Children's Socialization in Poland.

In Poland, the ethos of supporting a child's autonomy is pronounced, exemplifying distinctive approaches to child care. Polish parents foster an environment that grants autonomy to their progeny, thereby nurturing the development of decision-making capabilities. This stands in contrast to prevailing notions in our cultural context, where effective parenting is often equated with an exhaustive provision of all necessities for the child. Such a perspective involves the parent making decisions on behalf of the child and shielding them from adversities as much as possible. Conversely, the Polish perspective emphasizes life as a journey, advocating that children should accrue life experiences across diverse circumstances. Additionally, Polish cultural values underscore the importance of instilling in children the ability to tolerate both successes and failures, acknowledging them as integral facets of life. While some parents in Poland align with this worldview, societal reception of such perspectives may vary.

Notwithstanding cultural distinctions, the encouragement of pursuing higher education is a common theme. However, the Polish approach diverges as young individuals are often encouraged to explore and identify their interests before committing to higher education. The Polish perspective posits that the pursuit of knowledge through reading is a timeless endeavor and contends that learning opportunities persist throughout life.

Regrettably, familial challenges are prevalent in Poland, impacting both children and women. Nevertheless, the legal and social support sys-

tems in place facilitate assistance to parents and caregivers facing difficulties. The broader societal framework in Poland exhibits a commitment to substantial familial support, with initiatives such as the State Support for Families Foundation consistently engaging with families. For instance, families unable to care for their children can seek assistance from this foundation, which assigns a family assistant to provide complimentary support in the child-rearing process. The family assistant starts by formulating a plan outlining the family's objectives within a six-month timeframe, with their role considered concluded upon achieving family stability. Instances where a child attends school in disarray or encounters issues in the learning environment are indicative of familial challenges.

The divorce process in Poland is characterized by bureaucratic complexities, requiring couples filing for divorce to reside separately for one year before the court grants the divorce. During this period, couples who maintain their decision to separate undergo official divorce proceedings. Analogous to bureaucratic processes, parties involved may manipulate the situation to their advantage. Polish legislation stipulates that if one spouse is unemployed, the other is entitled to alimony payments, and vice versa. Notably, the divorce process in Poland is deemed arduous, prompting some individuals to abstain from formal remarriage after initial separation and opt for cohabitation.

The overarching objective of this article is to scrutinize the specificities of organizing psychological correction work for parents in challenging circumstances. The intended analysis will encompass an examination of existing scholarly literature and a survey of international experiences within this domain.

The bedrock of parent-child relationships not only resides in socio-psychological factors but is also intricately linked to the personality traits of the parent. To conduct a comprehensive investigation into these relationships, an in-depth exploration of the parent's personality is imperative. Key features within this ambit include:

- Age, encompassing health considerations, including mental and psychological well-being;
- The age at which marriage transpired and the nature of spousal relationships;
- The intra-family environment, encapsulating financial status and household conditions;
- The parents' perspectives on child-rearing, coupled with pedagogical and psychological competencies;
- Their mental perceptions and worldview regarding society and life;
- Knowledge in the fields of health and legal matters.

As demonstrated, a thorough analysis of the parent's personality is indispensable, ensuring that challenges arising from child-rearing find

timely and efficacious solutions. The methods and educational interventions directed towards parents in contemporary society are perpetually expanding, a phenomenon attributable to various factors such as the widening information space, escalating parental commitments, and a reduction in opportunities for effective communication with children, stemming from the aforementioned factors. Undoubtedly, the diversity of parental perspectives is underscored by the expansive worldview prevalent among today's youth.

The conceptualization of parental attitudes towards their family obligations, particularly in the realm of child rearing, has historically coalesced. The socio-cultural milieu, customary practices, and the individual's own stance on these duties contribute to shaping their value and normative systems. Furthermore, it is imperative to underscore that, alongside legal frameworks, societal perceptions also wield influence in delineating parental duties and responsibilities to a certain degree in every nation. In Azerbaijan, psychological support for parents is primarily executed through private clinics and psychological rehabilitation centers, indicative of a circumscribed scope of activity in this domain. The situation varies in other nations.

Several factors contribute to this variance, such as the historical trajectory traversed by the populace inhabiting a specific nation, accrued social experience, entrenched customs and traditions, familial-household relations, cultural value systems, religious values, and more. Moreover, globalization proclivities and universal developmental characteristics continue to exert their impact across all nations. Let us scrutinize the experiences of various foreign nations in this context.

It has been underscored that the systematic implementation of purposeful training and exercises related to child upbringing among parents is observed in some nations. Nevertheless, researchers emphasize that information about the participants in such initiatives is limited.

In Finland, researchers have scrutinized trends related to children and families using the internet to ensure the participation of parents in preparation programs. Parents of 4-year-old children with elevated levels of disruptive behavior were given the opportunity to participate in the controlled research of the Strongest Families Smart Website intervention. Participants and non-participants were compared using the Strengths and Difficulties Questionnaire (SDQ) test, supplemented with information about family problems related to children.

It was elucidated that a substantial percentage of parents of children with serious behavioral and upbringing problems are willing to partake in distance learning programs. Following this, it is indispensable to apprehend and incentivize par-

ents' viewpoints regarding participation in early intervention programs for children's behavior.

The lifestyle and approach to family life have reached a state where every parent demonstrates a perpetual readiness for training. State policies also align with this direction. Furthermore, it is noteworthy that the rationales for providing assistance to parents, i.e., conducting training, are diverse. These include assisting children with physical and intellectual limitations, rehabilitating children with post-traumatic stress and behavior disorders, organizing leisure time for children, and other responsibilities.

Research indicates that in most developed countries, specialists choose methods by considering their therapeutic mechanisms when working with adolescents and children. For instance, in the United Kingdom, professionals select methods by taking into account differences and distinctions when working with adolescents and children, although multiple methods are utilized in various fields. Notably, consultation, coordination, and crisis prevention methods stand out as particularly attention-grabbing in this context. The therapeutic mechanism of the consultation method typically becomes apparent after the initial two sessions with the child. Positive progress begins in the child, with increased attendance to classes, assuming responsibility for lessons, and regulating individual behaviors in interpersonal relationships.

The coordination method is predominantly utilized when working with children from incomplete families. This method is commonly employed when children find themselves caught between the choice of their mother or father during the divorce process. The method aims to assist children in making choices and providing purpose during the selection process. Given the elevated level of social work and psychological assistance and the intense competition among social workers, professionals in this field are inclined to consistently seek and implement novel methods.

Where do professionals in various countries apply methodologies for specialists and conduct therapeutic sessions for parents? Let's turn to the experience of the United Kingdom as an example.

It should be specifically noted that the application of the methodologies mentioned above in the English experience has gained widespread acceptance. Currently, even parents can apply such straightforward methodologies to their own children. The reason for this is the continuous collaboration between social workers and psychologists with parents. Even after the issue is resolved, a social worker often visits the family, and the family already perceives this as a normal occurrence. Additionally, innovations in this regard are demonstrated and explained to the family by the social worker in a simple and understandable language. Continuous training of professionals with evolving

technologies and methods, the organization of various seminars and training sessions, is crucial to keep workers up-to-date with constant innovations. The continuous learning of social workers is often positively received by families, making the psychologist's job easier and helping convey rational ideas to the family as needed.

Addressing the Challenges of Children in Incomplete Families: Strategies and Approaches in Spain.

In Spain, social workers and psychologists strive to address the problems of children in incomplete families while also attempting to alleviate their psychological disturbances. In troubled families, social workers often collaborate with psychologists in utilizing psychocorrection and psychotherapeutic methods to address the challenges faced by children. The implementation of psychocorrection tasks, demanding extensive psychological knowledge and experience, is frequently entrusted to psychologists and psychotherapists working in the social work sphere. Social workers, with their comprehensive theoretical and practical psychological education in social and clinical psychology, are granted the opportunity to contribute.

Professionals in this field employ various psychotherapeutic methods, including phototherapy, slide therapy, the «metaphoric self-portrait» technique, narrative therapy, photoreportage technique, play therapy, gestalt therapy, and others. Spain consistently focuses on enhancing the skills of social workers and psychologists engaged in helping children with their problems. The government initiates numerous projects and programs in this domain.

Post-traumatic stress and behavioral disorders, often encountered in adolescence, exhibit symptoms that are closely associated. It is noteworthy that during information processing, children may manifest general or self-specific emotional limitations or none at all. Specific research conducted by American scholars reveals that emotional reactions may be delayed in some instances.

The acquired data indicates a correlation between self-consciousness and post-traumatic stress disorder, as well as emotional comprehension symptoms in behavioral disorders. Research confirms that cognitive perception limitations may play a certain role in the genesis of depression at a young age. Additionally, it is pointed out that only some researchers have attempted to study this issue under clinical conditions [3].

In the practical implementation within Azerbaijan, how do organizations dedicated to parental engagement operate? Turning our attention to secondary education, an investigation was conducted with multiple school collectives (September-November 2023, Baku city, and regions). Particularly, endeavors were made to interface with children hailing from incomplete and prob-

lematic family backgrounds. Dialogues were conducted with psychologists and class instructors. It was ascertained that, in the majority of instances, class instructors exhibit a profound interest in each child, possessing an intimate familiarity with the challenges confronting them. Continuous dialogues with children from incomplete and problematic families were geared toward ensuring they experience no adverse feelings when compared to their peers and receive consistent familial consultations to facilitate their academic progression.

Any alterations in circumstances or emergent situations involving children prompt immediate notification to parents by class instructors. Subsequent to conversations with children, certain class instructors observed the more systematic and successive implementation of disciplinary measures in their classes, noting that the behaviors of children from problematic families exhibited greater congruence with those in other classes. Despite the absence of expertise in social or psychological domains, the positive influence of class instructors' interactions with children on their developmental trajectories was apparent. Regrettably, the realm of psychological support within schools is yet to witness adequate strides.

During discussions, school psychologists iterated their commitment to aiding children in need to the utmost of their capacities and providing counsel. When children encounter challenges, psychologists underscore their collaborative efforts in resolving issues with the child's parents.

Psychologists also underscored the imperative of establishing conducive conditions within schools, wherein children feel empowered to approach a specialist, namely, a psychologist, when confronted with challenges beyond their capacity to resolve. Children often harbor reservations about divulging their problems to class instructors or principals, and at times, even approaching a psychologist is met with reluctance, possibly stemming from apprehensions that the psychologist might disclose their concerns to their family or other stakeholders. Additionally, it came to light that school psychologists occasionally allocate 1-2 hours post-class engagements with 11th-grade students participating in tutoring sessions. This initiative is aimed at addressing prevalent feelings of self-doubt, fear, and anxiety among certain students.

They even make the smallest things problematic. Psychologists engage in conversations with them and provide advice. It became evident that the sense of fear in these children is not baseless, with some of them being influenced psychologically by their parents. For instance, parents may instill a fear of potential negative outcomes if the child does not enter university. Even without such external pressures, the 11th grade is already a stressful period, and the family exerts a significant influence during this time. In consideration

of this, psychologists conduct discussions with parents during parental meetings, providing them with recommendations to refrain from excessive pressure on their children, encourage support, and avoid undue interference in their aspirations.

One of the implemented methods involves occasionally administering psychological tests to children in schools. Their responses to these tests are then assessed to evaluate their mental states. However, this practice is not consistently executed. If school psychologists could adequately fulfill their responsibilities, instances of self-harm, criminal activities, and delinquency among children would likely decrease. Such initiatives contribute to the psychological development and worldview formation of children.

A prevalent observation across all schools is that students do not voluntarily seek the assistance of a psychologist, whether at their own or their parents' behest. Most referrals come from teachers or class instructors, who later report that parents often dismiss concerns when approached about potential issues affecting their children. The teachers' reports shed light on the ages of students, the nature of intrafamily relationships, and the family's financial situation, all of which must be considered when working with such children.

Observations indicate that problematic students exhibit the following primary behaviors in the classroom: avoiding communication with classmates, displaying aggressive behavior, facing difficulty in adapting to the class environment, and lack of preparedness for lessons, among others. The root cause of these problems often lies in conflicted family relationships and domestic violence within the family. It is also known that children are among the primary victims of domestic violence. The question arises: are connections maintained or appointments set with the families of such troubled children? Indeed, connections are maintained, and they are invited to school. However, it was discovered that a significant portion of parents declines such invitations. Working with these problematic children would undoubtedly be more effective if not only the child but also one or both parents were involved in the process.

As a fundamental inquiry, we endeavored to ascertain the predominant utilization of various psychotherapeutic methodologies. It was disclosed that interpersonal therapy, also denoted as the modality of interpersonal communication, is more prevalently employed than alternative forms of psychotherapy. The primary objective of this therapeutic modality is to address the individual's relational issues with close associates. This therapeutic approach should be administered at least once weekly. It is imperative to acknowledge that professionals in this field endeavor to execute the requisite interventions. Nevertheless, it is imperative for families not to evade their responsibilities in this regard. Evidently, there exist divergent

attitudes in our society towards concepts such as seeking assistance from a psychologist, obtaining support from a psychologist, and resolving specific issues through the aid of a psychologist. Above all, fostering a psychologist's conceptualization within society facilitates the handling of problematic families.

It is apparent that engagement in psychocorrective endeavors with parents is indispensable at each developmental stage of childhood. Western scholars frequently allude to this reality. For numerous women, the advent of a child signifies moments of joy and familial felicity. Nevertheless, antithetical circumstances may arise. During gestation and the postnatal phase, depressive symptoms and alterations in mental well-being can transpire. Postpartum depression is estimated to manifest in approximately 13% of women. Subclinical depression during the postpartum interval materializes and significantly impacts the psychological well-being of women. Research attests that depressive conditions in women residing in indigence are approximately twice as prevalent as in other societal strata. Additional contributory factors fostering the emergence of this condition encompass familial relationships during gestation, gestational depression, stress-inducing life events during pregnancy, inadequate social support, and other sociogenic predicaments. Albeit the symptoms may exhibit similarity, postpartum depression can be more severe and consequential [4].

It is evident that offspring born to such mothers may contend with predicaments such as challenging temperament, constrained physical maturation, and sundry challenges. These adverse consequences can manifest in behavioral aberrations, cognitive and socio-emotional deficits, and heightened difficulty in self-expression, particularly during the formative phase of adolescence. Scholars infer that maternal depression, concomitant with economic adversities, can pose a substantial risk for progeny by engendering myriad risk factors. These repercussions can be especially pernicious for families inhabiting impoverished conditions [reiterated there again].

The Characteristics of Psychological Services for Families in Azerbaijan. In Azerbaijan, healthcare professionals and psychologists active in this domain employ pharmacological substances and therapeutic methodologies applied in global medical practices. It is noteworthy that lifestyle factors, encompassing family relations, the status of women, and overall living standards, exert a substantial influence on women's susceptibility to such conditions. Psychologists, within the scope of their responsibilities, strive to regulate intra-family dynamics and engage young couples in psychological counseling sessions. Considering the insufficient maturation of psychological services, the recourse to traditional

methods, grounded in customary communication and relational approaches, is perceived as the optimal strategy. Continuous medical oversight is imperative. The implementation of such assistance necessitates the development of well-balanced programs and initiatives under state sponsorship.

Another salient circumstance is the categorization of non-suicidal self-injury as a self-esteem concern among parents, notwithstanding its non-fatal outcome, yet bearing a self-destructive evaluation. Practitioners involved in this field assert that such incidents are more prevalent among adolescents. Nonsuicidal self-injury encompasses endeavors to harm one's body without any suicidal intent. Over the past decade, increased attention has been directed toward clinical and research parameters. Social environments and experienced stressors contribute to the manifestation of such cases [5]. In Azerbaijan, a rise in such incidents is observable among adolescents. The lack of parental and social attention, as well as the neglect of requisite preventive measures, contribute to these occurrences. In this context, lifestyle, marital relations, inattention, and negligence also play a role.

The frailty of relationships between parents and the school community, along with the impact of social networks, results in an augmentation of such incidents. One of the strategies in implementing psychosocial interventions with parents involves providing assistance to adolescents and youth undergoing depressive conditions. Experts conclude that merely 50% of children with mental illnesses receive any form of treatment. Substance utilization among children and adolescents, including alcohol and narcotics, has the potential to exacerbate existing mental health problems. Consequently, the risk of social, psychological, behavioral, and cognitive problems escalates. Some children and adolescents manifest symptoms such as anxiety, depressive states, attention-deficit hyperactivity, and resort to substance use to manage traumatic experiences [6].

Organization of Social Work in India.

Presently, in India, there are considerable challenges related to impoverished families. One of the most pressing issues is the prevalence of cheap labor. The primary concern here is the engagement of children as inexpensive laborers. The lack of alternative avenues for children in India, coupled with their restricted decision-making autonomy (as they are dependent on their parents and the surrounding environment), leaves them with limited options. The Indian government has implemented numerous measures to address this issue, but it appears that these interventions and programs are not efficacious. Child labor persists in India, primarily due to the unfortunate circumstances of families. Parents, with no other recourse, resort to exploiting their children's labor

to sustain the family and provide sustenance.

However, beyond being a form of child exploitation, this practice also jeopardizes the health of these children. They operate in facilities and factories using machinery and tools that are often larger and perilous, escalating the risk of accidents leading to either disability or fatality for these children. It is questionable that such occurrences should transpire in this contemporary era. Families engaging in child labor do not prioritize their children's education. For the majority of impoverished families in India, this is detrimental. Sending children to school would not allow them to fully assimilate everything, potentially impeding their ability to secure specialized jobs in the future. This, in turn, does not accrue benefits for them in the present or the future.

In Azerbaijan, akin to other nations, various psychotropic substances are employed in the treatment of children and adolescents with psychosomatic or mental ailments, under medical supervision. However, it is also acknowledged that the consumption of harmful substances, alcoholic beverages, among adolescents and youth has surged. To preclude such situations, the state needs to formulate and execute specialized programs.

One could infer that the methodological work on psychocorrection with parents is an integral component of psychosocial work conducted distinctly in social groups. At each stage of family life, novel essential moments emerge in parent-child relationships, resulting in both achievements and predicaments. The life experience of parents, relationship dynamics, genetics, social milieu, and lifestyle, on one hand, and the distinctiveness of the contemporary era's development (the impact of global processes on human life), on the other hand, significantly influence the training, education, and overall socialization of children.

Conclusions. In the context of Azerbaijan, the resolution of familial challenges is conventionally grounded in traditional methodologies. Although prevailing paradigms in male-female relationships underscore male leadership, contemporary societal developments exert influence over a woman's societal standing, her cognitive orientation, self-appraisal, and motivational inclinations. The financial status, educational attainment, and societal positioning of women afford them the opportunity to cultivate novel relational dynamics with their spouses and their extended kin networks. Predominant familial discord often stems from financial instability, challenges in child rearing, and the absence of a conducive emotional milieu.

Authoritarian proclivities pervasive within familial structures are intricately connected to the predominant norm wherein financial sustenance, familial organization, and logistical planning predominantly rest on the shoulders of male counter-

parts. While the instrumental role of psychologists in mitigating these issues is undeniably crucial, psychological services, unfortunately, suffer from underutilization. Global empirical insights underscore the imperative of administering psychological interventions, particularly in the realm of psychocorrection, from the nascent stages of familial formation through subsequent developmental phases. The copious reservoir of international experience in this domain is both enriching and instructive. However, it is incumbent to acknowledge that psychocorrection modalities employed in culturally entrenched societies, such as Azerbaijan, necessitate judicious adaptation to align with indigenous conditions.

BIBLIOGRAPHY:

1. 8 Universities in Sweden offering Social Work degrees and courses. URL: <https://www.hotcoursesabroad.com/>
2. Sturla Fossum, Terja Ristkari, Charles Cunningham, Patrick J. McGrath, Auli Suominen, Jukka Huttunen, Patricia Lingley-Pottie, Andre Sourander. Parental and child factors associated with participation in a randomized control trial of an Internet-assisted parent training programme 10 November 2016. *Child and Adolescent Mental Health*. November 2016, Volume 21, Issue 4.

omized control trial of an Internet-assisted parent training programme 10 November 2016. *Child and Adolescent Mental Health*. November 2016, Volume 21, Issue 4.

3. Shabnam Javdani, Naomi Sadeh, Geri R. Donenberg, Erin M. Emerson, Christopher Houck, Larry K. Brown. Affect recognition among adolescents in therapeutic schools: relationships with posttraumatic stress disorder and conduct disorder symptoms. *Child and Adolescent Mental Health*. November 2016, Volume 21, Issue 4.

4. Rebecca P. Newland, Stephanie H. Parade. Screening and treatment of postpartum depression: Impact on children and families. *The Brown University Child and Adolescent Behavior Letter*, Volume 32, Issue 1, January 2016, Pages 1–6.

5. Critchell, Angela. Attitudes of parents of preschool children toward parental participation in speech therapy and attitudes of parents of school-age children: A comparison (1990). Graduate Student Theses, Dissertations, & Professional Papers. 8049. URL: <https://scholarworks.umt.edu/etd/8049>

6. Richard Liu. Understanding risk for nonsuicidal self-injury. *The Brown University Child and Adolescent Behavior Letter*, Volume 32, Issue 1, January 2016, Pages 1–7.