



**PSYCHOANALYTIC APPROACH TO THE STUDY OF PSYCHOLOGICAL
WELL-BEING**

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ABSTRACT

This article presents a theoretical analysis of the views on psychological well-being by scholars representing the psychoanalytic approach, with the aim of expanding the understanding of this phenomenon. It concludes that studying various concepts of psychological well-being will facilitate a deeper and more comprehensive examination of university students, particularly those in difficult life situations.

Keywords

students in difficult life situations, students with disabilities, orphan students, psychological well-being, psychoanalysis, friendship, values, social interest, ego-identity, spontaneity, self-identity

In the context of the New Uzbekistan, which is committed to profound reforms and updates across all spheres of public life, there are extensive opportunities for developing the education system. A paramount task within this framework is the creation of equitable conditions to ensure the psychological well-being of all participants in educational activities, especially students from vulnerable groups such as those with disabilities, orphans, and those without parental care – often referred to as students in difficult life situations. The relevance of this issue first lies in the necessity to provide inclusivity, meaning the accessibility of education for all population segments. This approach is not only a global trend but also a foundation for social justice and equality. Secondly, the educational success of the aforementioned groups of students is linked to psychological support. Research indicates that successful learning is closely associated with the emotional and psychological well-being of students. Those who feel psychologically comfortable and perceive support are more motivated to learn, better handle academic challenges, and tend to achieve higher results. Thirdly, social adaptation is a critical parameter, particularly crucial for students from socially vulnerable groups for successful integration into society, leading to creative self-actualization and a drive for independence. The psychological well-being of



these students directly affects their ability to adjust to life both within and outside the university environment. Fourthly, ensuring the psychological well-being of participants in the educational process contributes to the sustainable development of society as a whole. Individuals who are psychologically comfortable are not only capable of succeeding academically but also of making significant contributions to the social and economic development of the country.

Creating conditions to enhance the psychological well-being of all participants in educational activities is not only an act of justice but also a strategic investment in the future of the Uzbekistan. This approach enables the fullest realization of each individual's potential, contributing to the formation of a stronger, healthier, and more harmonious society. In this regard, research identifying the factors influencing the psychological well-being of students with special health needs and orphans gains particular significance. There exists a contradiction in that, while there is a plethora of theoretical and practice-oriented studies on psychological well-being, there is insufficient data concerning the psychological well-being of students with disabilities and orphans under the conditions of the New Uzbekistan, particularly regarding factors that ensure this well-being through coping strategies and the perception of social support.

The concept of an individual's psychological well-being is deeply rooted in diverse psychological perspectives on a harmonious and fulfilled human existence. This category holds a key position in understanding personality and its development within the psychodynamic approach, founded by such eminent thinkers as Alfred Adler, John Bowlby, Sigmund Freud, Erich Fromm, Karen Horney, Erik Erikson, and Carl Gustav Jung. Additionally, this concept is linked to psychological theories of positive human functioning stemming from the existential-humanistic direction in psychology, represented by scholars such as James Bugental, Alfred Längle, Abraham Maslow, Rollo May, Carl Rogers, and Viktor Frankl, and evolving in contemporary positive psychology through the works of Ilona Boniwell, Paul Wong, Martin Seligman, and Mihaly Csikszentmihalyi.

At the core of the concept of psychological well-being is the thesis on the relentless need and capacity of humans for development, self-realization, and self-actualization. The degree to which an individual realizes these aspects directly influences their sense of psychological wholeness and life satisfaction.

In order to expand the understanding of this phenomenon, this article presents an analysis of the psychoanalytic approach to psychological well-being. The founder of the psychoanalytic approach, Sigmund Freud, believed that the fundamental conditions for a prosperous existence include meaningful work, love as an internal experience, and normal intelligence, which allows a person to



experience greater pleasure and satisfaction, thus supporting a hedonistic approach to life [4].

In contrast, Alfred Adler expanded the set of well-being factors by adding friendship as a key quality and personal skills. For Adler, a critical parameter is the recognition of one's own value and the value of others, as well as the development of social interest. He asserts that "the value of a person is determined by their relationship to others and the share of labor they take on for collective living. By contributing to this joint existence, one becomes valuable to other human beings, becoming a link in the great chain that connects society, damaging which inevitably harms the human community" [1].

Considering human well-being, Carl Gustav Jung emphasizes the formation of a stable system of self-perceptions and ego-identity. Jung viewed the goal of personality development as achieving individuation, a process that leads to the emergence of a whole and unique individual. According to Jung, individuation is the result of self-realization, during which it is actualized [9].

Karen Horney's views on individual well-being are centered on the degree to which a person can become whole, spontaneous, and self-identical, enabling the establishment of meaningful relationships with others. She also considers initiative and self-realization as important parameters of well-being [7]. Erich Fromm contributes significant conceptual orientations, believing that the primary goal of personality is to become the most integrated, responsible, and open, qualities that define the "productive personality type" [5,6].

For Erik Erikson, well-being involves resolving age-related dichotomies in favor of constructive solutions [8]. According to J.L. Moreno and Wilhelm Reich, signs of well-being include spontaneous and free physical and emotional expression [3,2]. Moreno, the founder of psychodrama, posits that spontaneity can manifest in two aspects: "constructive" and "destructive." Spontaneity is a vital force, the suppression of which can lead to the development of neurotic disorders, while its uncontrolled expression may induce psychotic states. Moreno asserted that creativity serves as the "formative substance" that allows spontaneity to manifest constructively. Thus, for Moreno, personal well-being is achieved through the display of constructive spontaneity, shaped by creativity, which could result in the creation of a book, music scores, or in psychology, a new mode of behavior, thinking, or feeling influenced by psychotherapy [2].

Thus, the analysis of the psychoanalytic approach demonstrates that psychological well-being is a multidimensional phenomenon encompassing a blend of internal satisfaction, social adaptation, personal growth, and the capacity for creative self-expression. The interplay between spontaneity and creativity, highlighted by J.L. Moreno, illustrates the importance of balancing self-expression



and social adaptability as keys to psychological well-being. Consequently, it is crucial to develop integrative models that combine the concepts of various theorists. This could facilitate a deeper understanding of the mechanisms of psychological well-being by integrating hedonistic, social-interactive, individuation, and creative aspects. The importance of conducting empirical research that would test these integrative models in practice across different populations and cultural contexts cannot be overstated, to ascertain the universality and specificity of the proposed models. It is advisable to promote interdisciplinary research, including psychology, sociology, anthropology, and neuroscience, for a comprehensive examination of the factors influencing psychological well-being; to create and test new methods and techniques in psychotherapy and counseling aimed at enhancing individuals' capabilities for self-realization, stress management, and creativity development.

Therefore, in the context of modern Uzbekistan, it is necessary to continue theoretical work on the development and refinement of key concepts and approaches to understanding psychological well-being, to foster a deeper and more comprehensive study of university students, particularly those in difficult life situations, including students with disabilities, orphans, and those deprived of parental care, to maximize the realization of each individual's potential, thereby enhancing psychological well-being with the goal of building a stronger, healthier, and more harmonious society.

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