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ДЕТСКО-РОДИТЕЛЬСКИЕ ОТНОШЕНИЯ В ПОЛНЫХ И НЕПОЛНЫХ СЕМЬЯХ
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RELATIONS BETWEEN CHILDREN AND PARENTS IN TWO-PARENT AND SINGLE-PARENT FAMILIES
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Аннотация. В данной статье рассмотрены вопросы, касающиеся детско-родительских отношений в полных и неполных семьях. В статье описаны существующие деформации родительской семьи, а также критерии изучения детско-родительских отношений. Наиболее существенные различия касаются восприятия детско-родительских отношений детьми из неполных семей, которые свидетельствуют о наличии многих детских переживаний по поводу отношений между ребенком и родителем. В полных семьях негативные характеристики восприятия внутрисемейных отношений выражены в меньшей степени.

Annotation. This article addresses issues related to child-parent relations in two-parent and single-parent families. The article describes the existing deformations of the family of origin, as well as the criteria for studying the child-parent relationship. The most significant differences relate to the perception of the child-parent relationship of children from single-parent a family, which reflects many of the child's feelings about the relationship between the child and the parent. Negative perceptions of intra-familial relationships are less pronounced in two-parent families.

Ключевые слова: полная семья, неполная семья, детско-родительские отношения, восприятие семейных отношений.

Keywords: two-parent family, single-parent family, child-parent relations, perception of family relations.

Introduction

The study of child-parent relationship extremely important for understanding the factors influencing the development of the child's personality. The main problem is the relationship between parents and the child, because it is an important source of child development. It begins at an early age.

There is a certain statistical relationship between parenting in a single-parent family and the failure of a spouse with experience in a single-parent family as a child to develop his or her own family life. From their point of view, the probability of dissolution of marriage in such families is greater than the experience gained from the two-parent family. This is largely due to the lack of a primary example for the image of the family – the example of marital relations. Therefore, children (as future adults) do not have the opportunity to develop the culture of feelings and relationships that characterize the relationships of the spouses [3].

Boys brought up in an a single-parent family often learn female-type behavior or develop a distorted image of male behavior as violent, violent, and aggressive one. In contrast, girls who have grown up without a father have less understanding of the ideal of marriage, struggle to understand their husband and sons, and therefore they have more reasons for conflicts and divorces [3].

Sociologists (L. Chuiko, E. Duval, and R. Hill) highlight an increase in the number of single-parent families, attributing this to the deformation of the matrimonial sphere. They note changing moral standards in the field of gender relations, the spread of premarital bonds, changing the traditional understanding of the roles of men and women, the loss of the productive function of the family, exaggerated requirements for the marital partner, increasing the number of harmful habits, etc. [3].

There are three main causes of disharmony that distort family functions and family structure: 1) the lack of partnership between parents with a clear dominance of one of them; 2) the destruction of the family and the lack of mutual understanding, solidarity and affection between its members; finally, the disintegration of the family under dominance; 3) strict regulation of family life from one of the spouses, which leads to the autonomy of its members [3].

Divorce is the leading cause of single-parent families. The causes of family disintegration, according to research, are alcoholism, dissimilarity, adultery and the formation of another family. It is noteworthy that early marriages are less resilient. There are many reasons for this: social immaturity of spouses, frivolous attitude towards the institution of family, large number of forced marriages due to pregnancy [3].

However, it should be emphasized that a single-parent family does not necessarily become dysfunctional. Problems of various kinds are not uncommon in two-parent families, although they are less likely to occur. Every family, including single-parent families, has the potential to raise children fully, and the experience of many stable families only proves this [3].

Mutual relations are the mutual position of one individual towards another, and mutual communication of different modalities in such relations is obligatory. Parental relations may be regarded as uninterrupted, long-term and mediated by the child's age characteristics, and parent's attitude. This relationship, unlike other interpersonal relationships, is of great importance to both the parent and the child. According to A.Y. Varg, parental relations are a system of diverse feelings towards the child, behavioral

stereotypes practiced in communication with the child, features of perception and understanding of the character and personality of the child or her actions [3].

It is believed that a single mother in a single-parent family exhibits a more positive attitude towards children than a two-parent one. This is the most evident in the families that survived the divorce. It is difficult enough in a single-parent family for the parent who remains with the child to demonstrate to society that he or she alone can raise a decent person. The parent often seeks to realize in the child his or her own unrealized plans in the child, while ignoring the child's own proclivities, which only exacerbates child-parent conflicts [3].

The purpose of the study is to analyse child-parent relations in single-parent and two-parent families.

Research materials and methods

The method chosen was a theoretical study of literature on the problem of child-parent relationship in single-parent and two-parent families.

The study of child-parent relations is extremely important for understanding the factors influencing the development of the child's personality.

Children, because of their limited experience, their peculiar thinking, have a different perception and appreciation of what is happening around them. The only way to understand their behavior, emotions, and experiences and help them is to look at the world through their eyes. Children are affected not only by deliberate and targeted educational interventions, but equally or even more by all behaviors of parents [1].

The family is both living and nurturing environment for the child. Its impact, especially at the beginning of a child's life, considerably exceeds all other educational influences. According to a number of studies, the family here reflects the school, the media, social organizations, workers' associations, friends, which allows teachers to establish, a rather certain dependency: success in the formation of personality is determined first and foremost by the family [1].

The family has a decisive influence in shaping the personality of the child. By communicating with his/her mother and father, brothers and sisters, the child learns attitudes to the world, thinks and speaks as they think and speak in his/her family. As an adult, he/she may not knowingly accept some of the characteristics of his/her family, but unconsciously still carries with him/her the pattern of conduct, the speech, the character qualities established by the family. All this, the lifestyle, a unique combination of traits, actions and skills that together determine the route of a child to her or his life goals [1].

The foreign scholar W. Shoben found that children with problematic behavior have parents who maintain strict discipline and demand obedience from children. Another scholar, D. Watson, examined children with loving but strict parents and compared them to another group of children whose parents loved their children and allowed them much. It showed that giving the child more freedom is positively correlated with the initiative and independence of children, their friendliness towards people, better socialization and cooperation, high level of spontaneity, originality and creativity [4].

Studies by T. Radke showed that preschoolers from families with a restrictive, authoritarian style of upbringing are less lively, more passive and invisible, less popular among peers. In addition, the aggressive, coercive educational style is associated with low social competence and rejection by peers. Verbal and physical punishment of a child provokes aggressive behavior in children, which can lead to rejection by peers [4].

Children of authoritarian parents have a tendency, as noted by E. Hart, to internalize the authoritarian style of communication and reproduce it already in their own families. In the future, such children are inclined to establish a greater social distance with people and to form role, not interpersonal, but not interpersonal relationships [4].

An important condition for a child's mental, psychological and social health is the sustainability of the family environment. Therefore, we can consider the deformation of the family as the first factor influencing the formation of child-parent relations in the family [2]. But what happens to a child in a single-parent family?

There are two types of deformation of the parent family: structural and psychological ones. The psychological deformation of the family is initially caused by the disruption of the system of interaction between the members of the family, the domination of negative values, asocial attitudes, etc. Structural deformation is the destruction of the structural unity of the family, related to the absence of one of the parents [2].

Family deformation inevitably leads to disharmony in family relations. The disharmony of marital relations causes the adult to fail in his functions, to be unable to meet the needs of all family members, and thus to violate the child-parent relationship [2].

Emotional relationships in the family unite, and as a result all members of the family perceive themselves as a whole, feel supported, and the warmth of each other. The disruption of emotional relationships has a negative impact on the development of relations between children and parents [2].

Violation of communication, inefficient communication, consisting of contradictory statements, nonverbal manifestations, and presence of topics «closed» for discussion of topics also influences the development of child-parent relations.

The reduction and deterioration of communication in the family, the lack of emotional warmth, the lack of acceptance, the low awareness of parents about the existing needs, problems and interests of the child, and the lack of interaction in the family lead to difficulties in the development of children's personality [2].

Consequently, the reasons associated with the composition of the family, the circumstances of its internal relations or the unstable educational position of the parents lead to the violation of the child-parent relationship. The same factors may also lead to behavioral disorders and even negative manifestations in the formation of children's personalities [2].

Children are very sensitive to discord in contact with their parents due to divorce, prolonged absence of one or both parents, family conflicts, etc. This is why favorable

mutual contact with the mother, and with the father is a fundamental factor for the child's adequate psychological development [2].

Results and discussion

We assumed that the family unit was the factor influencing the development of the child. For example, children brought up in two-parent families with well-being within the family will show more advanced socio-psychological competence than children brought up in families with less well-being within the family.

In order to find out whether this is true or not, we have conducted a theoretical study of literature on the problem of child-parent in full and single-parent families. The results showed that children from two-parent families were perceived a family environment that is more favorable and less disturbing, and for children from single-parent families, as a situation of distress and anxiety. Against this background, children from two-parent families have demonstrated more socio-psychological competence than children from single-parent families. Accordingly, what we put forward at the beginning the presumption is considered to be fair and reasonable.

The foundations of personality are laid in childhood; it is in the family that the child receives the first social experience that determines its development and relationship with others. In general, the person formed can be self-realization precisely in relations with the people around it and act optimally in a critical situation, i.e., efficiently organizing and using internal and external resources for setting and achieving the goal.

For a child to develop fully in the family there must be enabling environment that is directly linked to the relationship between children and parents in the family.

Conclusions:

Thus, child-parent relationships in single-parent and two-parent families differ significantly by the emotional sensitivity, his/her need in attention, the break of contact within the family, the distortion of acceptance of father and mother as a «parent couple» on the part of the child, parents' educational attitudes (level of acceptance, cooperation, control and infantilism).

In single-parent families, there is a sense of anxiety and inferiority among children. Children from such families are more sensitive to the situation of relationships within the family, it is often perceived as hostile, although this is not the case on the part of the parent.

Children from a two-parent family feel protected, family relations are more favorable, feelings of inferiority and the perception of hostility are rather an exception.

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ВЗАИМОСВЯЗЬ ПОЛОВОЙ ПРИНАДЛЕЖНОСТИ И УРОВНЕЙ ОДИНОЧЕСТВА И ТРЕВОЖНОСТИ У СТУДЕНТОВ
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Аннотация. В данной статье рассмотрены вопросы, касающиеся взаимосвязи половой принадлежности и чувств одиночества и тревожности у студентов. Проведено эмпирическое и теоретическое исследование взаимодействия половой принадлежности и чувств одиночества и тревожности, представлены результаты.

Annotation. This article discusses issues related to the relationship between gender and feelings of loneliness and anxiety in students. An empirical and theoretical study of the interaction of gender and feelings of loneliness and anxiety is carried out, the results are presented.

Ключевые слова: одиночество, тревожность, пол, гендер, юношеский возраст, студенчество.

Key words: loneliness, anxiety, sex, gender, young adults, student body.

Введение