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## **ОСОБЕННОСТИ ВЗАИМООТНОШЕНИЙ РОДИТЕЛЕЙ С ДЕТЬМИ В ПОЛНЫХ И НЕПОЛНЫХ СЕМЬЯХ**

**Данченко А.О.**

*федеральное государственное автономное образовательное учреждение высшего образования «Белгородский государственный национальный исследовательский университет» (НИУ «БелГУ»),  
e-mail: [angelina\\_danchenko@mail.ru](mailto:angelina_danchenko@mail.ru)*

**Научный руководитель: Прокопенко Ю.А.**

*федеральное государственное автономное образовательное учреждение высшего образования «Белгородский государственный национальный исследовательский университет» (НИУ «БелГУ»)*

### **Аннотация**

Семья – это важнейший институт социализации личности. Она может быть полной или неполной – в зависимости от наличия одного или обоих родителей. Специфический образ жизни семьи с одним родителем ощутимо отражается на воспитательном процессе: взрослым не удается осуществить полноценный контроль над детьми и в целом эффективно влиять на их поведение. Целью проведённого исследования было выявление особенностей взаимоотношений родителей с детьми в полных и неполных семьях. Использовались методика диагностики родительских отношений (А.Я. Варга, В.В. Столин) и методика выявления особенностей принятия родительской позиции. В ходе исследования установили, что отношения родителей к детям и особенности принятия родительской позиции в полных семьях отличается от отношения родителей к детям и особенностей принятия родительской позиции в неполных семьях.

Ключевые слова: полная семья, неполная семья, родители, дети, взаимоотношения.

## **FEATURES OF THE RELATIONSHIP BETWEEN PARENTS AND CHILDREN IN FULL AND INCOMPLETE FAMILIES**

**Danchenko A.O.**

*federal State Autonomous Educational Institution of Higher Education "Belgorod State National Research University" (NRU "BelSU"), e-mail: [angelina\\_danchenko@mail.ru](mailto:angelina_danchenko@mail.ru)*

**Scientific supervisor: Prokopenko Y.A.**

*federal State Autonomous Educational Institution of Higher Education "Belgorod State National Research University" (NRU "BelSU")*

### **Annotation**

The family is the most important institution of personal socialization. It can be complete or incomplete – depending on the presence of one or both parents. The specific lifestyle of a family with one parent significantly affects the educational process: adults fail to exercise full control over children and, in general, effectively influence their behavior. The purpose of the study was to identify the peculiarities of the relationship between parents and children in full and incomplete families. The method of diagnostics of parental relations (A.Y. Varga, V.V. Stolín) and the method of identifying the features of the adoption of the parental position were used. In the course of the study, it was found that the relationship of parents to children and the features of adopting a parental position in full families differs from the attitude of parents to children and the features of adopting a parental position in single-parent families.

Keywords: full family, incomplete family, parents, children, relationships.

Currently, family factors that influence the development of a child's personality are being actively studied. In psychology, special attention is paid to the development of the child's personality in full and incomplete families.

In our country, and throughout the world, there are full and incomplete families. The structure of the family and its changes greatly affect the development of the child. Child psychologists who study the problems of family education note that a full family does not guarantee success in raising a child, but only creates certain prerequisites for the successful formation of his personality. Nevertheless, parenting in a single-parent family hides a number of difficulties that every single parent will ever have to face.

The family is the first stage of the child's socialization, the condition and source of his development. A full family is the most complete type of family with both parents and children who have connections with their relatives, with public institutions, live in their own culture and with their own culture. Such a family is the basis of public improvement [4]. Good relations between parents and children depend on normal upbringing and the correct attitude of parents. In full families, parents and children are connected by daily and frequent communication with each other. Such close contacts contribute to the development of trust, spiritual unity, coordination of actions and aspirations in life. Such relationships are based on feelings of parental love and care, feelings of motherhood and fatherhood, and children's attachment to their parents [3].

Raising children in a full family has a huge impact on the formation of a child's personality, the processes of his social adaptation and further personal and social life. Mom and dad show attention and care, give the child their affection and protect from life's difficulties. The personal example of parents, as well as grandparents, is the most important means of influencing the upbringing of a child. The educational value of a personal example is based on the tendency of kids to imitate. The way the child observes the relationship between parents, the degree of their mutual consent, attention, sensitivity to each other, as well as the mutual respect they show, the way they approach the solution of emerging problems, even the tone and nature of conversations, all this is absorbed into his consciousness, deposited in his subconscious, and in the future become a model for his own behavior [2].

There are also single-parent families. Traditionally, it is considered that such a family is called incomplete, which consists of one parent with one or more minor children [1]. In a single-parent family, the remaining parent is forced to perform both his duties and those of the absent one. It resolves both domestic and material issues. At the same time, he tries to competently organize the upbringing of a child who needs both parents [5].

Thus, it can be concluded that in single-parent families, the issue of raising a child should be given much more attention, since the responsibility for the comprehensive harmonious development of the child's personality rests on the shoulder of one of the parents.

The purpose of our study is to identify the features of the relationship between parents and children in full and incomplete families. We assumed that the relationship of parents with children in full and incomplete families is different.

The experimental part of the study was carried out on the basis of the municipal educational institution "Novosadovskaya Secondary School of the Belgorod district of the Belgorod region". To study the peculiarities of the relationship between parents and children in full and incomplete families, the following methods were used:

- methods of diagnostics of parental relations (A.Y. Varga, V.V. Stolin);
- methodology for identifying the features of the adoption of the parental position

The study involved parents of 1st grade students (5 full and 5 incomplete families). The total number of subjects was 10 people. The study was conducted with everyone at once, using a group method.

Let's consider the features of the relationship between parents and children in full and incomplete families, and also illustrate the data obtained by diagrams. During the work, all the subjects were divided into 2 groups: parents from full families and parents not from full families.

The results of studying the relationship of parents with children in full and incomplete families using the methodology of A.Y. Varga, V.V. Stolin "Diagnostics of parental relations" (Pic. 2.1).

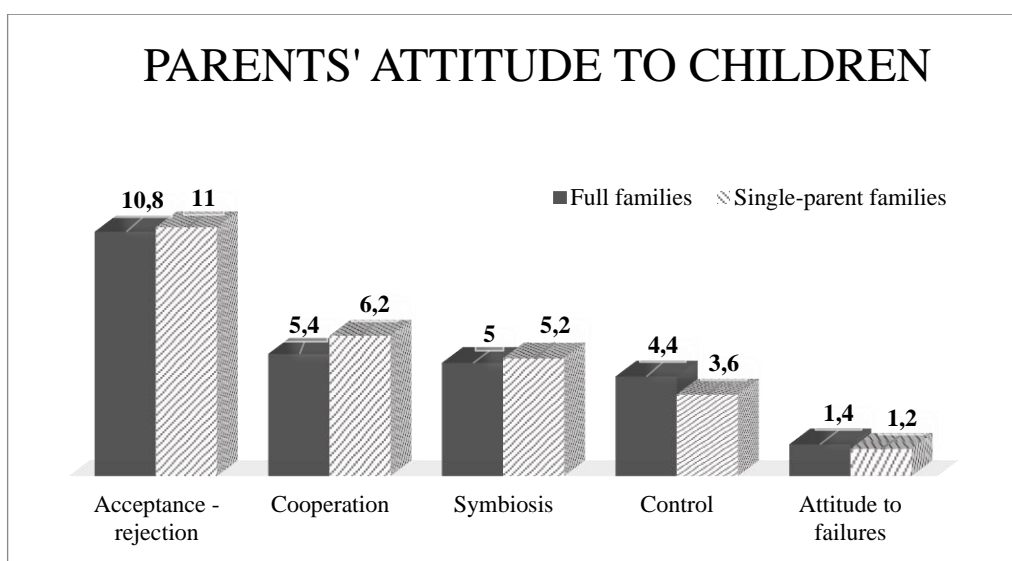
A study of the diagnosis of parental relationships showed that the acceptance – rejection scale of a child in single-parent families is higher than in full families by 0.2 points. This means that these subjects have a slightly more pronounced positive attitude towards the child. Adults in this case accept the child as he is, respect and recognize his individuality, approve of his interests, support plans, spend a lot of time with him and do not regret it.

On the scale of cooperation, the results of parents from single-parent families also prevail by 0.8 points. Consequently, the subjects show more sincere interest in what interests the child, highly appreciate the child's abilities, encourage independence and initiative of the child, try to be on an equal footing with him.

As in the previous two schools, on the symbiosis scale, the results of parents from single-parent families are slightly higher than the results of parents from full families and make up a gap of 0.2 points. This indicates that the subjects do not establish a psychological distance between themselves and the child, they always try to be closer to him, to satisfy his basic reasonable needs, to protect him from trouble.

The control scales show that the situation is changing and the results of parents from full families are already higher here. They exceed the results of parents from single-parent families by 0.8 points. It is worth noting that the best option for assessing the pedagogical abilities of an adult on this scale are average grades, from 3 to 5 points. The results of parents from full and non-full families are included in this segment.

At the last school, which reflects the attitude of parents to the failures of children, the results of parents from full families prevail by 0.2 points. The subjects consider the child's failures accidental and believe in him.



Pic. 2.1 The attitude of parents to children in full and incomplete families

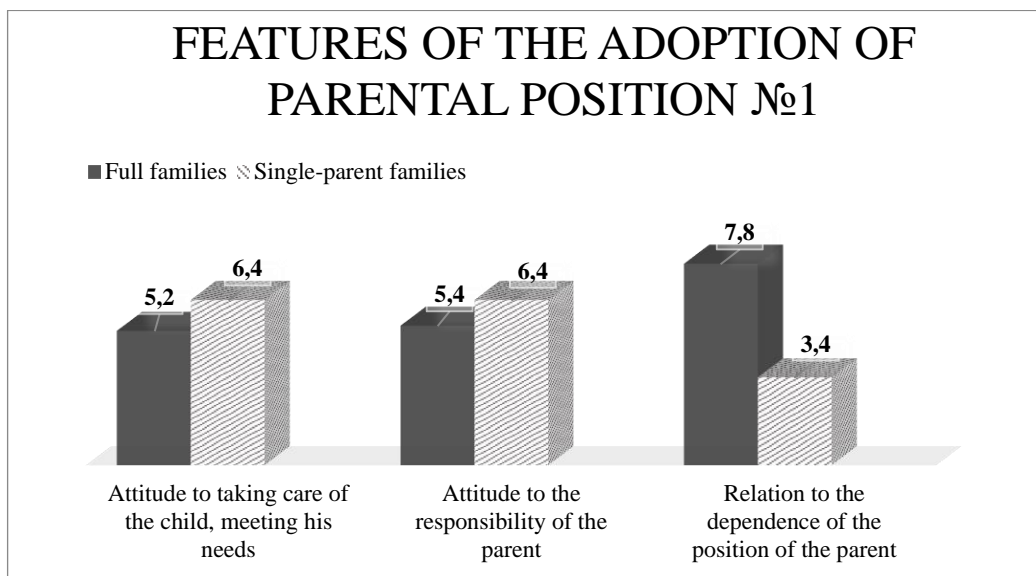
Thus, after analyzing the data obtained on all scales, it can be concluded that the results of parents from full and incomplete families do not differ much. The gap does not exceed one point (cooperation and control), and in some scales, half a point (acceptance – rejection, symbiosis and attitude to the failures of the child). This indicates that the relationship of parents to children in full and incomplete families is almost the same. But it is still worth noting that on three scales (acceptance – rejection of the child, cooperation and symbiosis), the results of parents from single-parent families prevail, and on the remaining two (control and attitude to the failures of the child), the results of parents from full families are higher.

Another technique was carried out on the subjects to identify the features of the adoption of the parental position. The results of the methodology are presented in the diagram (Pic. 2.2 and Pic. 2.3).

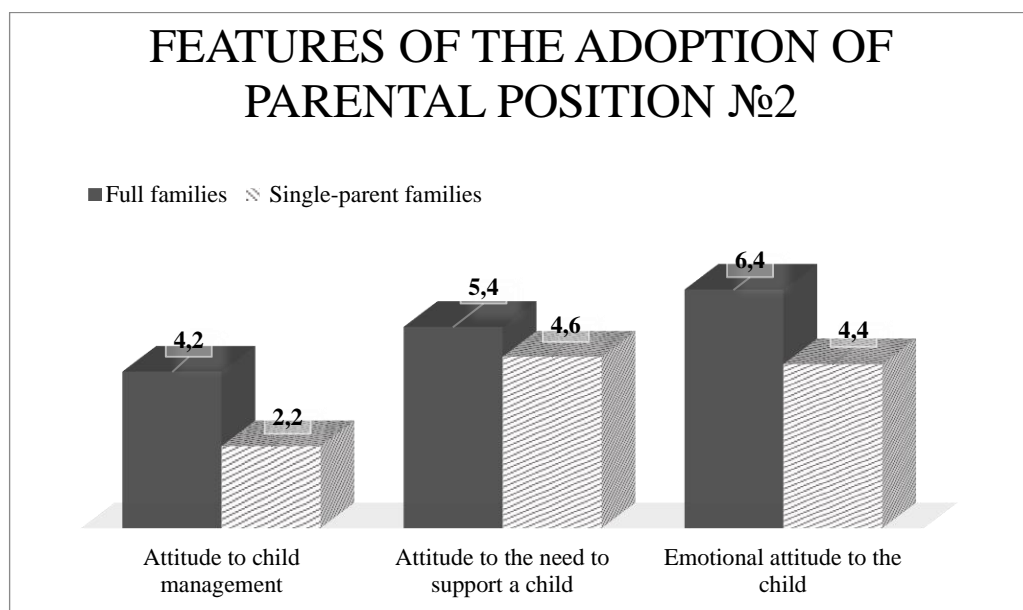
A study of the peculiarities of adopting a parental position showed that the scale of attitude to caring for a child, meeting his needs in single-parent families is higher than in full families by 1.2 points. This means that these subjects have more expressed concern for the child, that is, satisfaction of his needs, ensuring a normal level of physical, psychological and social development.

On the scale of the parent's attitude to responsibility, the results of parents from single-parent families also prevail by 1 point. Therefore, the subjects are more responsible. They take on decisions related to the organization of the child's life, and also understand the conditionality of the child's behavior by their own organizing influence on him.

On the third scale, the attitude to the dependence of the parent's position shows that the situation is changing and the results of parents from full families are already higher here. They exceed the results of parents from single-parent families by 4.4 points. This indicates that these subjects build their own lives taking into account the interests and needs of the child, his life rhythm and emotional state.



Pic. 2.2 Features of the adoption of the parental position in full and incomplete families №1



Pic. 2.3 Features of the adoption of the parental position in full and incomplete families №2

As on the previous scale, on the attitude to child management scale, the results of parents from full families are greater than the results of parents from single-parent families and make up a gap of 2 points. For these subjects, guidance is a proactive influence that sets the direction of the child's mental development (creating a zone of immediate development for him).

At the penultimate school, which reflects the attitude to the need to support a child by 0.8 points, the results of parents from full families prevail. The support of the child in these subjects is expressed in providing conditions conducive to the optimal fulfillment of social norms and requirements, in helping to master cultural ways of acting, as well as in strengthening faith in the child's own capabilities.

And on the last scale, the emotional attitude to the child, the results of the subjects from full families are higher than the results of the subjects from single-parent families by 2 points. This shows that parents of children from full families assert the rights to the unique individuality of the child, unconditional love and sympathy for him.

Thus, after analyzing the data obtained on all scales, it can be concluded that the results of parents from full and incomplete families in this technique differ greatly. The largest gap is 4.4 points (the ratio to the dependence of the position of the parent), and the smallest is 0.8 points (the ratio to the need to support the child). It is worth noting that on four scales (the attitude to the dependence of the parent's position, the attitude to the guidance of the child, the attitude to the need to support the child and the emotional attitude to the child), the results of parents from full families prevail, and on the remaining two (the attitude to taking care of the child, meeting his needs and the attitude to the responsibility of the parent), the results of parents are higher from single-parent families. This indicates that the features of adopting a parental position in full and incomplete families differ significantly.

Summing up our research, we can conclude that the parental attitude and the peculiarities of adopting a parental position directly depend on the composition of the family.

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