

ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ

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Peculiarities of Parent-child Relationships in Complete and Incomplete Families

Abstract

Main problem: at the current stage of social development, the role of the family is significantly increasing. Family well-being affects both the level of social welfare and the psychological environment in which children are brought up. In psychological studies of family life, special attention is paid to issues of interpersonal relationships, especially between parents and children at preschool age. It is during this period that the development of relations between the child and parents, their connection becomes more important and significant, when there is a restructuring and strengthening of intra-family relations. This is caused not only by age characteristics, but also by modern social processes. The complication of relations between parents and children at preschool age requires special attention to the search for appropriate psychological and pedagogical methods of managing this process.

Purpose: substantiation of identification of features of parent-child relationships in complete and incomplete families.

Methods: method of ascent from the abstract to the concrete, method of transformation of concrete images of objects based on their abstract essence, speculative language of schematic images of thought.

Results and their significance: in relation to life and the world of activity, a person's personal potential is manifested in actions in the positions of «individual», «student» and «subject», and the formation of personality begins with the family. Certainty of thinking is given by the use of vectors of movement in the logic of descent from the concrete to the abstract, ascent from the abstract to the concrete, as well as in their combination.

Keywords: parent-child relationships, complete and incomplete families, ascent from the abstract to the concrete (VAK), individual, student, subject, personality, activity, education.

Introduction

Over the past decade, a number of alarming trends have been observed, indicating crisis phenomena in family life, affecting the relationship between spouses, as well as the relationship between parents and a child. This problem is developing in the context of a deteriorating psychological environment, an increase in dysfunctionality and conflict in families. These negative trends are due to socio-economic conditions: instability of the social system, low level of material well-being, changes in the traditional role structure of the family and redistribution of role functions between parents and children. In 2023, 120.8 thousand marriages were registered in Kazakhstan. As for divorces, their number was 40.2 thousand divorces. In terms of duration of marriage, the largest share (34.9 %) of divorces was among families who had been married for 1-4 years. In 2023, there were 333 divorces per 1000 marriages. When considering the qualities of complete and incomplete families, it is necessary first of all to pay attention to their structure. The structure of a complete family is determined by the unity of the couple, children and, in many cases, the parents of the spouses. Incomplete families are families with one parent [1]. The parent in such families is almost always the mother and rarely the father. Such families arise as a result of divorce, long absence or death of one of the parents, the same applies to illegitimate children. The foundation of any family is relationships.

Materials and methods

The current situation in the world is characterized by a high degree of uncertainty in almost all areas. The least certain is the social sphere, the effectiveness of which depends on changes in the spheres of education, management and economy. The family environment, which parents perceive positively from all sides, can be perceived by the child in a completely different way. Understanding how the child sees the world around him, the family and himself, it is possible to identify the causes of many problems in the child and effectively help in solving them. The study of parent-child relationships, which represent a two-sided structure based on the points of view of the parents and the child, is often carried out only from one side. However, the activity of the child himself in the formation and development of these relationships and the determination of their characteristics plays a significant role, especially in preschool age. Understanding the child's view of parent-child relationships becomes a key factor in their change and development, defining new boundaries of the family system and the principles of its functioning. Understanding how a child perceives parent-child relationships and how this affects their communication and interaction will help to identify patterns of development and carry out the necessary intervention to correct the impact, optimize relationships and qualitatively restructure. One of the functions of complete and incomplete families is the upbringing of the younger generation. Even in complete families, a number of problems inevitably arise in the process of raising children. If there is only one parent in the family, then he or she is responsible for both parents, and the entire burden of raising children and providing for them financially falls on him or her. [2] Widows, divorced women and unmarried mothers often strive to create the best living conditions for their children. To do this, they have to work as much as possible, which means that they have much less time to raise children than in complete families. At the moment, the most pressing issues are financial status and issues of education and upbringing. In incomplete families, these issues are much more numerous than in complete families.

The method used in the paper are of ascent from the abstract to the concrete, method of transformation of concrete images of objects based on their abstract essence, speculative language of schematic images of thought.

Results

In the latest Addresses of President Kassym-Jomart Tokayev to the people of Kazakhstan, problem areas are identified: lack of proper interaction between citizens and the state, functions of the state apparatus are not focused on the needs of education, science and production. A complete family does not guarantee success in upbringing, as do single-parent families. The only generally recognized difference is that a complete family has more favorable conditions than a single-parent family. Married couples planning to divorce may stay in an unsuccessful marriage in order to «not traumatize their children». On the other hand, families that decide to divorce are confident that their children will be happier if their parents are happy. Thus, according to research, children who grew up in such single-parent families are more adaptive than those children who grew up in complete conflict families. Children from complete families, where one of the parents does not participate in the upbringing of the child, can be harmed in the same way as the absence of a father [3].

Raising children in a complete family has a huge impact on the formation of the 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 him from life's difficulties. The personal example of parents, as well as grandparents, is the most important means of influencing the child's upbringing. The educational value of personal example is based on children's tendency to imitate. The way a child observes the relationship between parents, the degree of their mutual agreement, attention, sensitivity to each other, as well as their manifestation of mutual respect. And the way they approach solving emerging problems, even the tone and nature of conversations, all this is absorbed into his consciousness, deposited in his subconscious, and in the future will become a model for his own behavior in relation to his family and his environment [4].

Traditionally, an incomplete family is considered to be one that consists of one parent with one or more minor children. In an incomplete family, the remaining parent is forced to fulfill both his or her responsibilities and the responsibilities of the absent parent. This solves both household and material issues. At the same time, he or she tries to competently organize the upbringing of a child who needs both parents. Among the problems of single-parent families, the issue of their functioning as institutions for the upbringing and socialization of children is especially acute. Many believe that the costs of raising a child in an incomplete family are associated, first of all, with the influence of negative economic factors. The absence of one of the parents can lead to incomplete and unsuccessful

upbringing of children. In families with a single mother, boys do not have the opportunity to see role models of male behavior in the family, which contributes to the formation of negative ideas about the role of a man in the family in the process of socialization in boys. This also affects the socialization of girls growing up in an incomplete family, distorting their ideas about the role of a mother in the family.

Children growing up in single-parent families are deprived of a model of gender relations in the family, which negatively affects their socialization in general and preparation for future family life in particular. One of the main criteria for the effectiveness of family education is the identification of the child with his parents. In this case, the child demonstrates acceptance of the moral and ideological norms of the parents. In single-parent families, this element of the educational process is deformed due to the absence of one of the parents. In families where the father is the only parent, the absence of maternal love is added to the above problems [5].

In single-parent families, the creation of an image of an absent parent becomes a pressing problem. Especially if the reason for the end of the relationship was divorce, abandonment of the child, or a difficult breakup. Women left with children without husbands have to try very hard to ensure that their children do not think that all men are bad. When boys hear this, they are less likely to believe that it is good to be a man. Children from single-parent families grow up without an idea of a model of relationships between a man and a woman, since they do not have the opportunity to observe them. To avoid this problem, mothers must be mature enough to form an adequate idea and attitude towards men and not allow their children to form a negative image of them. Mothers can help their children establish a good relationship with their father, provided that the father wants it [6]. Boys in single-parent families can face a very serious problem: their mothers can instill in them a female-dominated society, and they may feel that men are inferior.

One of the most common features of upbringing in single-parent families, where the mother is the parent, is excessive care. Trying to protect the child from life's difficulties, responsibilities and dangers, the mother paralyzes the child's will and does not allow him to become a man. As a result, excessive care of the mother leads to serious psychological deviations in the relationship between the child and the mother, to emotional alienation, hatred and hostility. Due to the lack of identification of the boy with the role of a man in single-parent families, single mothers try to compensate for this deficiency by changing their parental role to the role of the other parent. Such a change in the relationship with the son leads to negative consequences. The woman fails to combine the maternal functions of affection and warmth with the role of the father in the family. As a result, the son is deprived not only of the role of the father in his life, but also partially of the mother.

The emotional state of boys from single-parent families is lower than that of girls from single-parent families. This is due to a sense of personal isolation. Boys from single-parent families experience a greater sense of loneliness and communication difficulties than children from complete families.

The negative consequences of single-parent families are more pronounced in those children whose parents divorced, as opposed to those children who lost both parents early. Children who have experienced parental divorce more often have a deformed personality, low self-esteem, anxiety and complexes.

Not in all cases, the relationship between a mother and son can lead to a deformation of his personality. If from an early age the mother cultivates in the child the desire to overcome difficulties that arise, encourage independence, stimulate the desire to be strong, then under such influence of the mother, the boy will develop male behavior patterns, in which case the mother becomes a reliable mentor for the child throughout his life.

Girls from single-parent families can also have a distorted idea of the relationship between a man and a woman. They are either willing to be in the role of a servant who gives everything and gets nothing, or they believe that they can do everything themselves and are completely independent.

Discussion

The main theses and conclusions of the study were presented and fully approved at weekly seminars for beginning psychologists under the guidance of Doctor of Psychological Sciences of the Russian Federation Fesenko N.F.

Conclusion

Movement occurs in the coordinates of «abstract – concrete». Abstract and concrete are markers of movement as such. These are the names of contours, the image of the same object located at different distances from the conditional observer. The emotional background of the activities and

communication of children from single-parent families is reduced compared to children from complete families. Children from single-parent families find it difficult to adapt to life, but they strive to build warm, emotionally rich relationships with their peers. Children from single-parent families have a special attitude towards their mother due to the absence of a father. At the same time, studies of the attitude of mothers to children in such families did not reveal significant differences between them and parents in complete families. Children from single-parent families are more sensitive to their relatives, because they are afraid of losing them, losing their love and care, and the opportunity to love their loved ones. These are psychological features of the development of the child's personality, which are characteristic of all types of single-parent families. Each single-parent family has its own specific features associated with the influence of the relationships that have developed in it on the processes of mental development and the formation of the child's personality.

The role of both parents in raising a child is multifaceted and affects the formation of his or her personality. The absence of one of the parents can lead to disturbances in the child's mental development, decreased activity in society, personality deformation, various deviations in behavior and psychological health.

The psychological discomfort of children in single-parent families manifests itself in their anxiety, personal problems as a consequence of family dysfunction. Children in single-parent families are characterized by increased anxiety for the well-being of their loved ones, which is caused by the fear of losing the only remaining parent. Such insecurity is formed in children from divorced families already at the first stages of family breakdown and haunts them until they become completely socially and financially independent. This also logically explains the data that in complete families the level of conflict between spouses is higher, and in families after divorce the conflict between parents decreases. The reason for children's insecurity is also associated with their personal problems [7]. 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 development of the child's personality lies on the shoulders of all parents.

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Толық және толық емес отбасылардағы балалар мен ата-аналар қатынастарының ерекшеліктері

Негізгі мәселе: қоғамдық дамудың қазіргі кезеңінде отбасының рөлі едәуір артады. Отбасының әл-ауқаты әлеуметтік қамсыздандыру деңгейіне де, балалар тәрбиеленетін психологиялық ортаға да әсер етеді. Отбасылық өмірді психологиялық зерттеуде тұлғааралық қатынастарға, әсіресе ата-аналар мен мектеп жасына дейінгі балалар арасындағы мәселелерге ерекше назар аударылады. Дәл осы кезеңде бала мен ата-ана арасындағы қарым-қатынастың дамуы, олардың байланысы отбасылық қатынастарды қайта құру және нығайту кезінде маңызды және мағыналы болады. Бұл тек жас ерекшеліктеріне ғана емес, сонымен қатар қазіргі әлеуметтік процестерге де байланысты. Мектепке дейінгі жастағы ата-аналар мен балалар арасындағы қарым-қатынастың күрделенуі осы процесті басқарудың тиісті психологиялық-педагогикалық әдістерін табуға ерекше назар аударуды қажет етеді.

Мақсаты: ерекшеліктерін анықтауды негіздеу толық және толық емес отбасылардағы балалар мен ата-аналар қатынастары.

Әдістері: абстрактіліден нақтыға көтерілу әдісі, объектілердің нақты бейнелерін олардың дерексіз мәніне сүйене отырып түрлендіру әдісі, ойдың схемалық бейнелерінің алыпсатарлық тілі.

Нәтижелер және олардың маңыздылығы: іс-әрекеттің өмірі мен әлеміне қатысты адамның жеке әлеуеті «жеке», «оқушы» және «субъект» позицияларындағы іс-әрекеттерде көрінеді, ал тұлғаның қалыптасуы отбасынан басталады. Ойлауға сенімділік қозғалыс векторларын белгілі бірден абстрактіліге, абстрактіліден нақтыға көтерілу логикасында, сондай-ақ олардың тіркесімінде қолдану арқылы беріледі.

Түйінді сөздер: балалар мен ата-аналардың қарым-қатынасы, толық және толық емес отбасылар, абстрактіден нақтыға (ЖАК) көтерілу, жеке тұлға, оқушы, субъект, тұлға, қызмет, тәрбие.

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Особенности детско-родительских отношений в полных и неполных семьях

Основная проблема: на современном этапе общественного развития роль семьи значительно возрастает. Благополучие семьи влияет как на уровень социального обеспечения, так и на психологическую среду, в которой воспитываются дети. В психологических исследованиях семейной жизни особое внимание уделяется вопросам межличностных отношений, особенно между родителями и детьми дошкольного возраста. Именно в этот период развитие отношений между ребенком и родителями, их связь становятся более важными и значимыми, когда происходит перестройка и укрепление внутрисемейных отношений. Это обусловлено не только возрастными особенностями, но и современными социальными процессами. Усложнение отношений между родителями и детьми в дошкольном возрасте требует особого внимания к поиску соответствующих психолого-педагогических методов управления этим процессом.

Цель: обоснование выявления особенностей детско-родительские отношения в полных и неполных семьях.

Методы: метод восхождения от абстрактного к конкретному, метод преобразования конкретных образов объектов с опорой на их абстрактную сущность, умозрительный язык схематических изображений мысли.

Результаты, их значимость: применительно к жизни и миру деятельности личностный потенциал человека проявляется в действиях в позициях «индивид», «ученик» и «субъект», а формирование личности начинается с семьи. Определённость мышлению придаёт

использование векторов движения в логике нисхождения от конкретного к абстрактному, восхождения от абстрактного к конкретному, а также в их комбинации.

Ключевые слова: детско-родительские отношения, полные и неполные семьи, восхождение от абстрактного к конкретному (ВАК), индивид, ученик, субъект, личность, деятельность, воспитание.

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