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PSYCHOLOGICAL TYPES OF PARENTS' ATTITUDE TOWARDS PUPILS OF SENIOR SCHOOL AGE AS DETERMINANTS OF CHILDREN'S AGGRESSIVENESS (IN A PARADIGM OF ADAPTIVE AND MALADAPTIVE FAMILY RELATIONSHIPS)

Abstract. *Parents' orientation towards autonomy, collaboration, cooperation and the desire to build relationships with the child on a democratic basis, as a rule, does not cause manifestations of malignant aggressiveness of children. In terms of content, this educational strategy and the type of parental relationships are revealed in such a way: the parent is interested in the child's affairs and plans, tries to help, empathizes, trusts him/her, respects and encourages him/her, and takes into account the child's opinion. Cooperation is a psychologically optimal and socially desirable type of parental attitude towards children.*

Our research has shown that the reluctance or inability of parents to establish positive emotional connections with their children largely determines the nature of manifestations of children's aggressiveness. We have identified indicators of emotional manifestations of parental attitudes towards children: sympathy-antipathy, acceptance-rejection, respect-disdain, rejection and refusal.

In our empirical research we identified some main components of general manifestation of parental love: the interest in our life and the development of the child, the manifestation of responsibility and care, close attention to the child's interests, problems and attitudes, awareness of his/her uniqueness, unconditional acceptance of him/her as the child is. With a lack of these components in the manifestations of parental attitude towards children, the child begins to consider every request or demand as a duty and show resistance. The role of deprivation of a child's basic needs, which forms a hostile personality is incapable of establishing trusting relationships, and it has to be emphasized in our further research.

We think, that according to the theories of childhood aggressiveness, the child's desire to establish himself/herself with the help of a universal instrument of superiority, such as direct aggression, is explained by his/her experience of a feeling of inferiority associated with a deficiency of parental love. According to our empirical research, a child's psychological discomfort is due to a lack of parental love, and it increases the destructive element in his/her person, leading to the formation of low self-esteem, aggressiveness, and a tendency toward auto-aggression. Rejection is the most unfavorable, socially and psychologically unacceptable type of parental attitude, indicative according to the development of destructive manifestations of aggressiveness in the period of childhood for senior pupils.

Key words: *parents' attitude, adaptive family relationships, maladaptive family relationships, aggressiveness, destructive manifestations of aggressiveness, autonomy, collaboration, cooperation, trusting relationships.*

Problem's statement. In Theories of Child Aggressiveness, scientists (Ferdowsi & Razmi, 2022) studied the problem of the influence of parental attitudes towards children, among the significant ones that determined destructive manifestations of aggressiveness of children. The following symptoms of the Psychology of adaptive and maladaptive relationships between parents

and children of senior school are indicated in Psychological literature: *psychological deprivation* (Horney, 1994), *mental traumatization of the child* (Ivashkevych Ed. & Onufrieva, 2021), *assimilation of him/her to aggressive parents in relation to other people* (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden & Aymedov, 2021). The positions of different authors (Murphy, Melandri & Bucci, 2021) on the investigated issue coincide with Western ones, since they are based on the fundamental approaches of science to the study of the psychological nature of a person, which is a set of human relationships that have been transferred inside and become the functions and structures of a person (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

Based on the fundamental principles of foreign scientists about the factors and strategies of education that gave us a positive effect on the socialization of aggressive aspirations of the individual, numerous studies had being done by contrast analyses and their variants that determined unconstructive forms of manifestations of aggressiveness of children (Huang, Loerts & Steinkrauss, 2022).

The most productive, in our opinion, it is Approach that combines the analysis of the principles, strategies and tactics of bringing children up with the analysis of the components of the structure of the category “parental attitude”, which determines the quality and forms of manifestations of aggressiveness of children. The category “parental attitude”, as it was defined by scientists (Dubovyk, Mynyk, Mykhalchuk, Ivashkevych Er. & Hupavtseva, 2020) is understood as a system of various feelings towards the child, behavioral stereotypes. The last ones are having been practiced in the process of communication with the person, the peculiarities of the child’s perception, understanding of his/her character and actions. So, we mean the child’s personality. The structure of the person distinguishes cognitive, behavioral and emotional components.

Parents’ ideas about the child’s character, needs, interests, abilities, which form the class of his/her evaluative characteristics, are included into the cognitive component of the structure of parental adaptive relationships. The educational attitudes and beliefs of parents, together with the evaluative characteristics of the child’s personality, forecasts and motives for his/her upbringing, determine the positions and behavioral lines in the educational strategies, their tactics: methods of the influence and adaptive personal interactions, communication with the child, forms of demands, a quality of control, a character of disciplinary sanctions.

The hyper-social attitude of parents towards the child as an object of adaptive education, instilling in his/her person increased moral responsibility, a strict direction towards sports, intellectual, creative, social achievements, determines the authoritarian line of behaviour that they implemented into such educational tactics as so called increased demands, unrelenting control, harsh punishment to which children were responded by resisting with the means, which were the most available to them. Scientists (Комплієнко, 2020) argue that if parents prefer rude dictate to all educational tactics, then this will inevitably lead to resistance from the child, who will respond with his/her own countermeasures: outbursts of rage, rudeness, overt or veiled hatred and hypocrisy. Also, scientists (Ivashkevych Er., Perishko, Kotsur & Chernyshova, 2020) identify indulging variants of parental behaviour, determined by the parents’ orientation and readiness to take any actions that provided physiological and psychological comfort to the child, influencing the formation of his/her unconstructive aggressiveness in the situations of manifestations.

In the studies of scientists (Jiang, Zhang & May, 2019) it was assigned a key role to parental positions of upbringing children. According to the author (Mai, 2022), educational position of parents allows us to understand how certain conscious or unconscious motivational and emotional structures of their personality are refracted into the strategy of upbringing a child. These structures are expressed in specific behavioral and emotional manifestations in relation to the person.

Variations in different educational positions of parents from over-care to hypo-care form different types of parental attitude towards children: from excessive care, attention and protection to formal attitude and peaceful coexistence, detachment and distancing, and from all of them – to connivance and rejection. With overprotection, the authoritarianism of the parents is clearly visible, hypoprotection, according to the authors (Ivashkevych Er., 2023), often turns into connivance with children. Hyperprotection, according to

the scientists (Mykhalchuk & Khupavsheva, 2020), creates indifference and selfishness of children, leads to confrontation in the system of child-parent relations, and often results in “dictation from below”, despotism of children. Maximum care, according to the authors (Mykhalchuk & Onufriieva, 2020), does not allow the child to become proactive and authoritative; it forms egoism and negativism, which complicate social contacts of the maturing personality.

Scientists (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020) note that the false beliefs of parents associated with providing the child with “maximum freedom” and minimum control. Such a situation often results in the formal performance of parental functions, and such upbringing tactics, in its paradigm connivance, have an adverse effect on the formation of the individual, the formation of his/her characteristics.

We come to similar conclusions. Also, scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko & Salden, 2021) consider connivance, accompanied by open hostility and rejection of the child, the most negative type of parental attitude that forms a hostile personality.

In 2024, we conducted research in Ukraine that included 57 families with senior school-aged children. Among these, 38 families had one child, and 19 families had two children. We showed that parents’ strong conviction, that their children’s development did not correspond to age standards, that they were not independent, and that they were unable to cope with current problems, had been realized in an infantilizing type of attitude towards the child, caused an aggressive protest of children. We found that the parents’ fixation on the symbiotic community with the child, in essence of his/her psychological occupation, was non-recognition of autonomy and violation of privacy, having been caused in a case of children as a reaction of affect and a desire for opposition.

Unconscious attitudes, false beliefs, erroneous ideas, unrealistic expectations, incorrect educational positions of parents and their formal fulfillment of basic responsibilities affect the style of upbringing children and the psychological type of attitude towards them. The Psychology of child-parent relations puts forward the thesis about the optimal educational position of parents, such as adequate, prognostic, dynamic one. In Table 1 we presented features of families with maladaptive relationships and direct desocializing influence on the development of aggressiveness of children.

Table 1

Features of families with maladaptive relationships and a direct desocializing influence on the development of children’s aggressiveness

Type of family	Family lifestyle, psychological atmosphere, their impact on adaptive and maladaptive relationships	Psychological aspects of parental adaptive or maladaptive attitudes	Psychosocial situation of children (risk group)	States, feelings, experiences of children, forms of their expression
Criminally immoral (13,94%)	Immoral lifestyle, unhealthy moral atmosphere, criminal subculture, deformed value system, broadcast of lifestyle, involvement into youth criminal subculture, maladaptive family relationships	Rejection and cruelty, violence, incest, demonstration of antisocial, aggressive behavior patterns, deformation of the value system, aggression	Antisocial lifestyle, exposure to risk of violence, lack of positive social models, identification, emotional deprivation	Fear, hatred, bitterness, hostility, desire to destroy the living environment or social mimicry, psychopathy, auto-aggression, aggressiveness
With alcohol subculture and	Lack of logic in the way of life, cult of	Lack of basis for interaction,	Focus on negative lifestyles, on	Feelings of uncertainty,

drug addiction (18,07%)	alcohol, drugs, functional family disorganization, unhealthy moral atmosphere, conflicts, transmission of lifestyle to children, involvement into youth criminal subculture, maladaptive family relationships	inconsistency and inconsistency, moral cruelty, physical and psychological violence, incest, aggression	maladaptive family relationships, emotional and social deprivation, unpredictability, inhibition of feelings and needs, exposure to risk of violence, identification, assimilation	insecurity, shame, anxiety, myths, fantasies, schizophrenia, psychopathy, depression, a desire to survive and adopt a lifestyle, anger, protest, escape, alcohol, drugs, auto-aggression, aggressiveness
With a cult of cruelty and violence (24,89%)	Priority of force, power, despotism, immoral atmosphere, broadcast of aggression, cruelty	Systematic infliction of moral suffering, psychological and physical violence, incest, moral cruelty, aggression	Lack of opportunity for personal development, violation of mental integrity, constant exposure to violence, identification with the aggressor	Fear, anger, malice, protest, deviant, delinquent behavior, hostility, cruelty, aggressiveness
Conflict-prone with communication problems (43,10%)	Communicative problems, relationships of disharmony, aggressiveness and conflict, maladaptive family relationships, emotional incontinence, alienation, hostility	Lack of community, connivance, emotional rejection, being drawn into confrontation, moral cruelty, psychological violence, aggression	Unconscious imitation, copying methods of sorting out relationships, lack of psychological balance, exposure to the risk of violence	Emotional callousness, inconsistency, conflicts, distrust, confrontation with a society, aggressiveness

As we see, parents' orientation towards *autonomy*, *collaboration*, *cooperation* and the desire to build relationships with the child on a *democratic basis*, as a rule, does not cause manifestations of *malignant aggressiveness* of children. In terms of content, this educational strategy and the type of parental relationships are revealed in such a way: the parent is interested in the child's affairs and plans, steps to help, empathize, trust him/her, respect and encourage him/her, and takes into account the child's opinion. *Cooperation* is a *psychologically optimal* and *socially desirable type of parental attitude* towards children.

Our research has shown that the reluctance or inability of parents to establish positive emotional connections with their children largely determines the nature of manifestations of children's aggressiveness. We have identified some indicators of emotional manifestations of parental attitudes towards children: sympathy-antipathy, acceptance-rejection, respect-disdain, rejection and refusal.

In our empirical research we identified some main components of general manifestation of parental love: the interest in our life and the development of the child, the manifestation of responsibility and care, close attention to the child's interests, problems and attitudes, awareness of his/her uniqueness, unconditional acceptance of him/her as the child is himself/herself. With a lack of these components in the paradigm of manifestations of parental attitudes towards children, the child begins to consider every request or demand as a duty and show resistance. The role of deprivation of a child's basic needs, which forms a hostile personality is incapable of establishing trusting relationships, and it has to be emphasized in our further research.

Conclusions and perspectives of further studies. We think, that according to the theories of child aggressiveness (Engle, 2002), the individual's desire to establish himself/herself with the help of a

universal instrument of superiority, such as direct aggression, is explained by his/her experience of a feeling of inferiority associated with a deficiency of parental love. According to our empirical research, a child's psychological discomfort is due to a lack of parental love, and it increases the destructive element in his/her person, leading to the formation of low self-esteem, aggressiveness, and a tendency toward auto-aggression. Rejection is the most unfavorable, *socially and psychologically unacceptable type of parental attitude*, indicative according to the development of *destructive manifestations of aggressiveness* in the period of childhood for senior pupils.

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ПСИХОЛОГІЧНІ ТИПИ СТАВЛЕННЯ БАТЬКІВ ДО СТАРШОКЛАСНИКІВ ЯК ДЕТЕРМІНУЮЧІ ЧИННИКИ ДИТЯЧОЇ АГРЕСИВНОСТІ (В ПАРАДИГМІ АДАПТИВНИХ ТА ДЕЗАДАПТИВНИХ СІМЕЙНИХ ВЗАЄМОСТОСУНКІВ)

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Анотація. У статті показано, що спрямованість батьків на автономію, співпрацю, кооперацію, прагнення до побудови взаємовідносин з дитиною на демократичній основі, як правило, не викликає проявів суворої агресивності у дітей. Змістовно ця виховна стратегія і тип батьківського ставлення розкриваються таким чином: батько зацікавлений у справах і планах дитини, намагається допомогти, співпереживає, довіряє йому, поважає і заохочує його, зважає на його думку. Визначено, що кооперація – психологічно оптимальний та соціально бажаний тип батьківського ставлення до дітей.

У нашому дослідженні показано, що небажання чи невміння батьків встановлювати з дітьми позитивні емоційні зв'язки великою мірою визначає характер проявів дитячої агресивності. Виділено індикатори емоційних проявів батьківського ставлення до дітей: симпатія-антипатія, прийняття-неприйняття, повага-зневага, відкидання та відмова.

Завдяки проведеному емпіричному дослідженню ми виділили компоненти проявів батьківської любові: зацікавленість у житті та розвитку дитини, прояв відповідальності та турботи, пильна увага до її інтересів, проблем та світовідчуття, усвідомлення унікальності дитини, безумовне прийняття її таким (або такою), яким (якою) вона є. За умов нестачі названих компонентів у проявах батьківського ставлення до дітей кожне прохання чи вимога дитина починає розглядатися як певний обов'язок і чинити опір. На ролі депривації базових потреб дитини, які формують вороже ставлення до батьків, коли дитина не здатна встановлювати довірчі стосунки з дорослими, було актуалізовано у даній статті та буде детально вивчено у наступних наших публікаціях.

Доведено, що відповідно до теорії дитячої агресивності, прагнення дитини утвердитися за допомогою універсального інструменту переваги – прямої агресії – пояснюється переживанням нею почуття неповноцінності, пов'язаного з дефіцитом батьківської любові. Показано, що психологічний дискомфорт дитини за умов такого дефіциту призводить до формування заниженої самооцінки, агресивності, тенденції до аутоагресії. Відкидання є найбільш несприятливим, соціально і психологічно неприйнятним типом батьківського ставлення, провокує становлення деструктивних дезадаптивних взаємостосунків та зростанні кількості проявів агресивності у дітей старшого шкільного віку.

Ключові слова: ставлення батьків, адаптивні сімейні взаємостосунки, дезадаптивні сімейні взаємостосунки, агресивність, деструктивні прояви агресивності, автономія, співпраця, кооперація, довірчі взаємостосунки.

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