

УДК 925.159: 423-25'012

Kharchenko Nataliia

Doctor of psychological sciences, professor, professor,  
Department of Psychology and Pedagogy of Preschool Education,  
Hryhorii Skovoroda University in Pereiaslav

<https://orcid.org/0000-0002-9958-5226>DOI [https://doi.org/10.35619/prap\\_rv.vi22.375](https://doi.org/10.35619/prap_rv.vi22.375)

## THE INFLUENCE OF EMOTIONAL ATTITUDE IN THE FAMILY ON THE ADAPTIVE RELATIONSHIPS OF PARENTS AND CHILDREN OF SENIOR SCHOOL AGE

**Abstract.** *In the article we showed, that the family, as a small group, created for its members such conditions for emotional manifestations and satisfaction of emotional needs that enable a person to feel that he belonged to society. The family differs from other small groups in the diversity, depth and duration of the ties that unite its members. It is these characteristics of the family that make it indispensable in raising the younger generation, since they provide a long-lasting, deeply emotional and multifaceted influence on the formation of the child's personality.*

*We justified, that the child's experience of his/her place in the family, the child's interaction with the family as a whole and with its individual members was associated with the interpersonal relationships that existed in it. We proved, that the analysis of the "family-child" relationships was expressed by us in the assessment of the following orientations: interpersonal aspects of family interaction and the characteristics of communication of its members; the importance of personal criteria (motives, needs, self-awareness); attitudes, relationships of family members.*

*Living in a family, a child accumulates a lot of experience in interpersonal relationships. Correctly or distortedly, he perceives how his parents treat him/her, as they avoid him/her, are dissatisfied with the child, recognize his/her autonomy, or infringe on him/her, how kindly they treat the child. Over time, children realize how loved and significant they are to their parents. Our research shows that a child's body and his/her psyche feel a constant need for positive emotional support from parents. The nature of emotions greatly affects the child's health, determines his/her vitality, attitudes to the world around a child. The influence of positive emotions reduces the child's excitement, ensures the normal functioning of his/her body's functional systems. It has been proven that under the conditions of long-term exposure to a traumatic nature, negative emotions inevitably are arisen in a child. This fact complicates the course of the child's mental development: it makes it difficult to establish adaptive interpersonal relationships with others, prevents him/her from mastering new adaptive social roles, the development of communication skills and possibilities of interpersonal interaction.*

*Adaptive family relationships between the family and the child's side can shape the child's positive outlook on the world and on himself/herself. However, these same officials, but with other psychological changes, can facilitate low self-esteem of children, distrust of others. In such a way, the emotional situation in the family directly flows into the adaptive mutual relationships between fathers and children of high school.*

**Key words:** *adaptive family relationships, adaptive mutual relationships, positive emotions, emotional attitude in the family, emotional situation, interpersonal aspects of family interaction.*

**Problem's statement.** Many contemporary researchers investigate the emotional dynamics and attitudes within the family that influence the adaptive mutual relationships between fathers and high school-aged children. Additionally, they explore the depth and persistence of the consequences of maternal deprivation, even when experienced intermittently. Scientists (Dubovyk, Mytnyk,

Mykhalchuk, Ivashkevych Er. & Hupavtseva, 2020) indicate that in this situation there are disturbances in the emotional and social sphere of the individual's life and points out the following typical points: superficial, shallow relationships with people; lack of warm feelings, inability to care about people, to be sincerely friends; inaccessibility, irritating attitude of the child towards adults trying to help him/her; lack of emotions in cases where they are natural, emotional non-involvement; deceit, desire to deceive, often unmotivated; tendency to steal; inability to concentrate in further educational activities.

Some researchers (Engle, 2002; Huang, Loerts & Steinkrauss, 2022) point out onto differences in the behavior of boys and girls in the situations of separation from their mother. In their opinion, girls are more upset because their mother leaves, while boys are more resilient in this situation. Hogan, Adlof & Alonzo (2014) explored the problem of child's separation from his/her mother and its influence on the further development of his/her personality. Researchers (Jiang, Zhang & May, 2019) believe that when separated from the mother, the child acutely experiences his/her helplessness. Separation affects the development and fixation of phobias and neuroses, affects the development of personal qualities, and affects the development of cognitive activity of children (Mykhalchuk & Khupavsheva, 2020).

So, the aim of this article is to show the influence of emotional attitude in the family on the adaptive relationships of parents and children of high school age.

**Analysis of recent studies and publications.** Scientists (Mai, 2022; Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden & Aymedov, 2021), considering the problems of difficult childhood, noted, that deformations in the development of a child's personality appear in response to difficulties in adapting to the environment. As a result, the child is according to a reactive formations, and it appears suspicion, wariness. These attitudes are arisen as a compensation, when a person seeks to somehow protect himself/herself from the problems that are arisen in front of his/her difficulties (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020). In the opinion of the researchers (Ferdowsi & Razmi, 2022), all the deformations that occur in the child's personality are nothing more than a defensive reaction, self-defense, a biological protective shell against the painful influences of the environment.

To serious depriving factors that shape Mental Tension of children is caused by the situation when they are deprived of parental care and live in orphanages. Комплієнко (2020) described the features of communication as one of the necessary conditions for the formation of interpersonal relationships. The developing relationships of a child with adults in an orphanage are a significant obstacle in the child's understanding of his/her personal experience.

Typical manifestations of depriving situations that form negative mental tension of children deprived of parental care, according to scientists (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019), are:

- in preschoolers they are lethargy, apathy, lack of cheerfulness, lack of attachment to an adult, decreased curiosity, lag in speech development, delay in mastering objective actions, lack of independence, conflicts in relationships with peers; for younger schoolchildren it is a delay (or absence) in the development of imaginative thinking, which requires an internal plan of action, underdevelopment of voluntariness in behavior, self-regulation, activity planning, poverty of speech, a lag in mastering the skills of writing, reading, counting and spatial concepts;
- for adolescents it is the surface of feelings, moral dependency, complications in the formation of self-awareness.

Deprivation of the child's basic needs and the resulting negative mental tension affect the mental health of children left without parental care and give rise to borderline states and neuroses in some of them (Greco, Canal, Bambini & Moro, 2020). Scientists (Gathercole, Pickering, Ambridge & Wearing, 2004) write about a child living in an orphanage. So, his/her contacts are superficial, nervous and hasty, he/she simultaneously seeks the attention and rejects it, switching to aggression or passive alienation. Needing love and attention, he/she does not know how to behave

in such a way that the child is treated in accordance with this need. Incorrectly formed communication experience leads to the child taking a negative position towards others (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko & Salden, 2021). For a child to be emotionally comfortable, conditions are necessary that determine his/her life and a sense of belonging to the child's family, which ensure the fulfillment of the need for love and recognition. This is an important organizing force that creates a guarantee of a child protection. It is this quality that allows a child from the family to determine rational ways to resolve a difficult situation for him/her. Social and emotional instability of the situation of a child deprived of parental care is a situation that aggravates the state of mental tension of the child and entails serious deformations in the formation and development of his/her personality (Ivashkevych Er., 2023).

A study of the characteristics of the response to frustration of children raised in a boarding school (where relationships with parents are expected to be disrupted) and children in a public school showed that of children growing up in a boarding school, compared to children growing up in a family, reactions of hostility, accusations, and threats predominate, reproaches towards others. Children live with their parents are more likely to have reactions that are primarily aimed at satisfying needs; more constructive reactions predominate; the child himself/herself tries to find a way out of various situations (Hornberger & Link, 2012).

Numerous data indicate that cold unstable and superficial contacts typical of boarding schools and children's homes do not provide sufficient emotional comfort (Horney, 1994). Children in these institutions are deprived of the warmth they need so much, which significantly limits the development of their emotional sphere. As scientists (Drigas & Karyotaki, 2017) showed, children are brought up in boarding schools exhibit profound personality deviations. They are characterized by greater isolation in the social environment, a reduced ability to enter into meaningful relationships with other people, and lethargy of emotional reactions. Scientists (Drigas & Karyotaki, 2017) defined this personality type as an "unemotional character".

In research conducted by Hamedy & Pishghadam (2021), it was shown that as a result of a distance from the family and the constant change of people who care for the child and to whom he/she becomes attached, the child begins to behave as if no one cares about him/her, neither contacts with other people have any meaning for him/her, over time the child trusts them less and less, the child develops egocentrism and disinterest in social relationships. His/her contacts with other people are colored by emotions of aggression and hostility, because, without receiving love and warmth, the child cannot give them to people.

The results of the research and their discussion. For children raised in boarding schools and orphanages, deprived of emotional communication with parents, characteristically negative attitude towards oneself and low self-esteem. For teachers and psychologists, it becomes obvious that the child's self-esteem, his/her attitude towards oneself and perception of oneself largely determine one's behavior and academic performance. Unsatisfactory academic performance disinterest in learning, low motivation, bad behavior is largely due to low self-esteem. Such children have an increased level of anxiety, they adapt worse to school life, have difficulty getting along with peers, and study with stress. Children, separated from their families at school age are only able to gradually establish a positive attitude towards their environment and transfer a sense of affection to a teacher or educator. If this does not happen, the child feels abandoned and left in an alien environment, does not come out of the state of negative emotions, in this case there is a serious danger of not only the consolidation of these emotions, but also the formation of fear, depression, isolation, and aggressiveness (Ivashkevych Ed. & Onufrieva, 2021).

If the composition of the family changes (divorce, etc.), problems may arise that are important for the development and formation of the child's personality. When studying the behavior of preschool children after their parents' divorce, scientists (Murphy, Melandri & Bucci, 2021) discovered reactions similar to reactions to separation from a loved one. Divorce or crisis is one of

the most difficult experiences for a child. A conflict situation in the family affects the formation of personality and is often the cause of childhood nervousness. In children aged 5-6 years after their parents' divorce, aggression, anxiety, irritability, increased restlessness, anger and depression are more often observed. Scientists (Murphy, Melandri & Bucci, 2021) described two categories of children who are in a situation of divorce of their parents. The most vulnerable children had an acute sense of loss: they could not talk or think about divorce, and their sleep and appetite were disrupted. Some children, on the contrary, constantly asked about their father, sought the attention of an adult, physical contact with him/her. By the time of the divorce, these children had developed depression of varying intensity and duration. The breakdown of a family is dangerous because a feeling of insecurity, inferiority, and lack of self-confidence is born in the child's unconscious mind.

Scientists (Mykhalchuk & Onufriieva, 2020) identified a number of factors regulating the development of a child's personality. He pointed out that the absence of a father significantly affects the formation of a boy's personality, which is associated both with the lack of a role model and with the special role of the mother in the family. In families where the mother dominates, children have little initiative and wait for instructions and decisions from others. Asymmetric family structure affects girls and boys differently. Children develop independence and a sense of responsibility if the family is ruled by a parent of the same gender as the child. Boys are more responsible if the father oversees discipline in the family, girls are more active if the mother's authority is higher. The author believes that the independence of both sexes is more developed with equally high educational activity of both parents with the distribution of functions.

However, situations are arisen when divorce and family destructuring turn out to be more necessary than preserving it. The presence in the family of a spouse-parent who has a mental disorder, tendencies towards antisocial behavior, or alcohol orientation, can have an even greater negative impact on the development and formation of the child's personality.

It must be emphasized that all of the above about the emotional reactions of children to changes in previously established relationships with parents, separation from them, is not a prerequisite in each specific case, we are talking only about possible trends. The presence of certain negative emotions, their strength, and duration of action depend on many factors, for example, the age of the child, the attractiveness of the new environment, the characteristics of previous relationships with parents, etc.

In our study we examined the formation of such a child's personality trait as independence, which develops throughout childhood and depends on the system of demands placed on the child by adults. Parents whose behavior tactics are characterized by the stability of emotional manifestations, who do not excessively direct and indirect instructions, have children who display an independent style.

It has been established that the child's lack of emotional consonance with adults, his/her parents' expectation of negative value judgments addressed to him or her, or the "cold" indifferent attitude of the father or mother, inhibit the activity of the growing personality. Disclosure of the direction of a child's experiences in the process of his communication with adults serves not only as an indicator of a certain tendency in personality development, but also creates the prerequisites for managing this development. And only as a result of "two-way" emotional contacts, in which the child feels that he is an object worthy of attention and respect from an adult, does he develop a focus of experience on their positive assessment.

Realizing his importance to others, the child strives to reproduce the positive experiences caused by the approval of his parents, and in the conditions of such "emotional consonance" with loved ones, the child develops a stable focus on a positive assessment. A number of authors (Ivashkevych Er., Perishko, Kotsur & Chernyshova, 2020) believe that the child has some instinctive need for the affection of adults. The child's unsatisfied needs for attachment act as a kind of "affective hunger," the satisfaction of which is just as vital as the satisfaction of bodily hunger.

And depending on how this primary need of the child is satisfied, his personality and attitude towards himself/herself are formed.

Our research, organized with 25 families during 2022-2023 in Ukraine, pointed out that for the successful formation of personality, emotional closeness between a child and adults close to him, especially between him and his parents, is of great importance. Lack of closeness with parents sharply reduces their share as a socializing factor. The previous research convincingly showed that the indifference of parents due to reluctance or any other reasons that do not satisfy the child's desire to communicate inevitably leads to a delay in the socialization of the individual, a slowdown in the rate of assimilation of the norms and rules of social behavior.

Thus, based on the above, it can be stated that today in the psychological literature there is extensive factual material on the problem of the influence of the family on the formation of the child's personality. Based on the research data, we can judge that the family plays a significant role in the development of personality at all stages of ontogenesis. Each member of the family system influences others and is influenced by them in return. Lack of emotional contacts, deprivations of various types (lack of closeness and attachment to the child, defective emotional contacts between parents and children, maternal deprivation, authoritarianism of parents, conflict between mother and father, deprivation of parental care, divorce of parents) always negatively affect the child's personality and lead to the formation of such qualities as children's non-perception of parents' attitudes and demands, defective formation of the emotional sphere, the occurrence of neuroses, aggression, and depression of varying intensity in children; feelings of insecurity, self-doubt, a lowered threshold of the passive-defensive reflex, the formation of egoistic forms of empathy, the occurrence of physiological disorders.

So, the family, as a small group, creates for its members such conditions for emotional manifestations and satisfaction of emotional needs that enable a person to feel that he belongs to society. The family differs from other small groups in the diversity, depth and duration of the ties that unite its members. It is these characteristics of the family that make it indispensable in raising the younger generation, since they provide a long-lasting, deeply emotional and multifaceted influence on the formation of the child's personality.

The child's experience of his/her place in the family, his/her interaction with the family as a whole and with its individual members is associated with the interpersonal relationships that exist in it.

**Conclusions and perspectives of further studies.** The analysis of the "family-child" relationship is expressed by us in the assessment of the following orientations: interpersonal aspects of family interaction and the characteristics of communication of its members; the importance of personal criteria (motives, needs, self-awareness); attitudes, relationships of family members.

Living in a family, a child accumulates a lot of experience in interpersonal relationships. Correctly or distortedly, he perceives how his parents treat him/her, as they avoid him/her, are dissatisfied with the child, recognize his/her autonomy, or infringe on him/her, how kindly they treat the child. Over time, children realize how loved and significant they are to their parents.

Our research indicate that the child's body and psyche experience a constant need for positive emotional saturation on the part of parents. The nature of emotions influences health, determines vitality, and attitude towards the world around us. The influence of positive emotions reduces arousal and ensures normal functioning of functional systems.

With prolonged exposure to a traumatic nature in the family, the child inevitably develops negative emotions. This complicates the course of the child's mental development: it makes it difficult to establish connections with others, prevents the development of new social roles, and the development of communication.

Relationships in the parental family, attitudes towards the child on the part of the parents can form a positive outlook on the world and oneself, and the same factors, but with a different

psychological content, can lead to low self-esteem and distrust of others. The process of forming a child's personality directly depends on the type of parental attitude towards him/her.

### СПИСОК ПОСИЛАНЬ

- Комплієнко, І. О. (2020). Теоретичний аналіз проблеми дезадаптивних взаємостосунків батьків та дітей. *Актуальні проблеми психології. Методологія і теорія психології*, XIV(3), 99-113. Взято з <http://www.apppsychology.org.ua/index.php/ua/arkhiv-vydannia/tom-5/issue-17-2017-m-v>.
- Blagovechtchenski, E., Gnedykh, D., Kurmakova, D., Mkrtchian, N., Kostromina, S. & Shtyrov, Y. (2019). Transcranial direct current stimulation (tDCS) of Wernicke's and Broca's areas in studies of language learning and word acquisition. *Journal of Visualized Experiments*, 37-59. URL: <https://doi.org/10.3791/59159>.
- Drigas, A. & Karyotaki, M. (2017). Attentional control and other executive functions. *International Journal of Emerging Technologies in Learning (iJET)*, 12(3), 219-233. URL: <https://doi.org/10.3991/ijet.v12i03.6587>.
- Dubovyk, S. H., Mytnyk, A. Ya., Mykhalchuk, N. O., Ivashkevych, Er. E. & Hupavtseva, N. O. (2020). Preparing Future Teachers for the Development of Students' Emotional Intelligence. *Journal of Intellectual Disability – Diagnosis and Treatment*, 8(3), 430-436. URL: <https://doi.org/10.6000/2292-2598.2020.08.03.20>.
- Engle, R. W. Working memory capacity as executive function. (2002). *Current Directions in Psychological Science*, 11, 19-23. URL: <https://doi.org/10.1111/1467-8721.00160>.
- Ferdowsi, S. & Razmi, M. (2022). Examining Associations Among Emotional Intelligence, Creativity, Self-efficacy, and Simultaneous Interpreting Practice Through the Mediating Effect of Field Dependence/Independence: A Path Analysis Approach. *Journal of Psycholinguistic Research*, 51(2), 255-272. URL: <https://doi.org/10.1007/s10936-022-09836-0>.
- Gathercole, S. E., Pickering, S. J., Ambridge, B. & Wearing, H. (2004). The structure of working memory from 4 to 15 years of age. *Developmental Psychology*, 40(2), 177-190. URL: <https://doi.org/10.1037/0012-1649.40.2.177>.
- Greco, M., Canal, P., Bambini, V. & Moro, A. (2020). Modulating "Surprise" with Syntax: A Study on Negative Sentences and Eye-Movement Recording. *Journal of Psycholinguist Research*, 49(3), 415-434. URL: <https://doi.org/10.1007/s10936-020-09691-x>.
- Hamed, S. M. & Pishghadam, R. (2021). Visual Attention and Lexical Involvement in L1 and L2 Word Processing: Emotional Stroop Effect. *Journal of Psycholinguist Research*, 50(3), 585-602. URL: <https://doi.org/10.1007/s10936-020-09709-4>.
- Hogan, T. P., Adlof, S. M. & Alonzo, C. N. (2014). On the importance of listening comprehension. *International Journal of Speech-Language Pathology*, 16(3), 199-207. URL: <https://doi.org/10.3109/17549507.2014.904441>.
- Hornberger, N. & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 15(3), 261-278. URL: <https://doi.org/10.1080/13670050.2012.658016>.
- Horney, K. (1994). *The Neurotic Personality of Our Time. Self-Analysis*. New York, London: W. W. Norton & Company. URL: <https://www.amazon.com/Neurotic-Personality-Our-Time/dp/0393310973>.
- Huang, T., Loerts, H. & Steinkrauss, R. (2022). The impact of second- and third-language learning on language aptitude and working memory. *International Journal of Bilingual Education and Bilingualism*, 25(2), 522-538. URL: <https://doi.org/10.1080/13670050.2019.1703894>.
- Ivashkevych, Ed. & Onufrieva, L. (2021). Social intelligence of a teacher as a factor of the stimulation of cognitive interests of students. *Проблеми сучасної психології*, 54, 57-77. URL: <https://doi.org/10.32626/2227-6246.2021-54.57-77>.

- Ivashkevych, Er., Perishko, I., Kotsur, S. & Chernyshova, S. (2020). Psycholinguistic Content of Complements in English and Ukrainian. *Psycholinguistics*, 28(2), 24-55. URL: <https://doi.org/10.31470/2309-1797-2020-28-2-24-55>.
- Ivashkevych, Er. (2023). The Translation Activity as a Component of Communicative Motivation. *Проблеми сучасної психології*, 62, 64-84. URL: <https://doi.org/10.32626/2227-6246.2023-62.64-84>.
- Jiang Li, Zhang L. Jun & May S. (2019). Implementing English-medium instruction (EMI) in China: teachers' practices and perceptions, and students' learning motivation and needs. *International Journal of Bilingual Education and Bilingualism*, 22(2), 107-119. URL: <https://doi.org/10.1080/13670050.2016.1231166>.
- Mai Z. (2022). Caretaker input and trilingual development of Mandarin, Cantonese and English in early childhood (1;6-2;11). *International Journal of Bilingual Education and Bilingualism*, 25(9), 3389-3403. URL: <https://doi.org/10.1080/13670050.2022.2060037>.
- Murphy, S., Melandri, E. & Bucci, W. (2021). The Effects of Story-Telling on Emotional Experience: An Experimental Paradigm. *Journal of Psycholinguist Research*, 50(1), 117-142. URL: <https://doi.org/10.1007/s10936-021-09765-4>.
- Mykhalchuk, N. & Khupavsheva, N. (2020). Facilitation of the Understanding of Novels by Senior Pupils as a Problem of Psycholinguistics. *Psycholinguistics*, 28(1), 214-238. URL: <https://doi.org/10.31470/2309-1797-2020-28-1-214-238>.
- Mykhalchuk, N. & Onufriieva, L. (2020). Psycholinguistic features of representation of emotions by the concept of "Fear". *Проблеми сучасної психології*, 48, 206-227.
- Tabachnikov, S., Mishyiev, V., Kharchenko, Ye., Osukhovskaya, E., Mykhalchuk, N., Zdoryk, I. ... Salden, V. (2021). Early diagnostics of mental and behavioral disorders of children and adolescents who use psychoactive substances. *Психиатрия, психотерапия и клиническая психология*, 12(1), 64-76. URL: <https://doi.org/10.34883/PI.2021.12.1.006>.
- Tabachnikov, S., Mishyiev, V., Drevitskaya, O., Kharchenko, Ye., Osukhovskaya, E., Mykhalchuk, N. Aymedov, C. (2021). Characteristics of Clinical Symptoms in Psychotic Disorders of Combatants. *Психиатрия, психотерапия и клиническая психология*, 12(2), 220-230. URL: <https://doi.org/10.34883/PI.2021.12.2.00>
- Vovk, M., Emishyants, O., Zelenko, O., Drobot, O. & Onufriieva, L. (2020). Psychological Features Of Experiences Of Frustration Situations In Youth Age. *International Journal of Scientific & Technology Research*, 8(01), 920-924. URL: <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-28117>.

## REFERENCES

- Kompliienko, I. O. (2020). Teoretychnyi analiz problemy dezadaptivnykh vzaiemostosunkiv batkiv ta ditei [Theoretical analysis of the problem of maladaptive relationships between parents and children]. *Aktualni problemy psykholohii. Metodolohiia i teoriia psykholohii*, XIV(3), 99-113. Vzyato z <http://www.apppsychology.org.ua/index.php/ua/arkhiv-vydannia/tom-5/issue-17-2017-m-v>. [in Ukrainian].
- Blagovechtchenski, E., Gnedykh, D., Kurmakaeva, D., Mkrtychian, N., Kostromina, S. & Shtyrov, Y. (2019). Transcranial direct current stimulation (tDCS) of Wernicke's and Broca's areas in studies of language learning and word acquisition. *Journal of Visualized Experiments*, 37-59. Retrieved from <https://doi.org/10.3791/59159>.
- Drigas, A. & Karyotaki, M. (2017). Attentional control and other executive functions. *International Journal of Emerging Technologies in Learning (iJET)*, 12(3), 219-233. Retrieved from <https://doi.org/10.3991/ijet.v12i03.6587>.
- Dubovyk, S. H., Mytnyk, A. Ya., Mykhalchuk, N. O., Ivashkevych, Er. E. & Hupavtseva, N. O. (2020). Preparing Future Teachers for the Development of Students' Emotional Intelligence.

- Journal of Intellectual Disability – Diagnosis and Treatment*, 8(3), 430-436. URL: <https://doi.org/10.6000/2292-2598.2020.08.03.20>.
- Engle, R. W. Working memory capacity as executive function. (2002). *Current Directions in Psychological Science*, 11, 19-23. URL: <https://doi.org/10.1111/1467-8721.00160>.
- Ferdowsi, S. & Razmi, M. (2022). Examining Associations Among Emotional Intelligence, Creativity, Self-efficacy, and Simultaneous Interpreting Practice Through the Mediating Effect of Field Dependence/Independence: A Path Analysis Approach. *Journal of Psycholinguistic Research*, 51(2), 255-272. URL: <https://doi.org/10.1007/s10936-022-09836-0>.
- Gathercole, S. E., Pickering, S. J., Ambridge, B. & Wearing, H. (2004). The structure of working memory from 4 to 15 years of age. *Developmental Psychology*, 40(2), 177-190. Retrieved from <https://doi.org/10.1037/0012-1649.40.2.177>.
- Greco, M., Canal, P., Bambini, V. & Moro, A. (2020). Modulating “Surprise” with Syntax: A Study on Negative Sentences and Eye-Movement Recording. *Journal of Psycholinguistic Research*, 49(3), 415-434. Retrieved from <https://doi.org/10.1007/s10936-020-09691-x>.
- Hamed, S. M. & Pishghadam, R. (2021). Visual Attention and Lexical Involvement in L1 and L2 Word Processing: Emotional Stroop Effect. *Journal of Psycholinguistic Research*, 50(3), 585-602. Retrieved from <https://doi.org/10.1007/s10936-020-09709-4>.
- Hogan, T. P., Adlof, S. M. & Alonzo, C. N. (2014). On the importance of listening comprehension. *International Journal of Speech-Language Pathology*, 16(3), 199-207. Retrieved from <https://doi.org/10.3109/17549507.2014.904441>.
- Hornberger, N. & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 15(3), 261-278. Retrieved from <https://doi.org/10.1080/13670050.2012.658016>.
- Horney, K. (1994). *The Neurotic Personality of Our Time. Self-Analysis*. New York, London: W. W. Norton & Company. URL: <https://www.amazon.com/Neurotic-Personality-Our-Time/dp/0393310973>
- Huang, T., Loerts, H. & Steinkrauss, R. (2022). The impact of second- and third-language learning on language aptitude and working memory. *International Journal of Bilingual Education and Bilingualism*, 25(2), 522-538. URL: <https://doi.org/10.1080/13670050.2019.1703894>.
- Ivashkevych, Er. & Komarnitska, L. (2020). Psychological aspects of comics as the paraliterary genres. *Problemy suchasnoi psykholohii*, 49, 106-130. Retrieved from <https://doi.org/10.32626/2227-6246.2020-49.106-130>.
- Ivashkevych, Ed. & Onufrieva, L. (2021). Social intelligence of a teacher as a factor of the stimulation of cognitive interests of students. *Проблеми сучасної психології*, 54, 57-77. URL: <https://doi.org/10.32626/2227-6246.2021-54.57-77>
- Ivashkevych, Er., Perishko, I., Kotsur, S. & Chernyshova, S. (2020). Psycholinguistic Content of Complements in English and Ukrainian. *Psycholinguistics*, 28(2), 24-55. URL: <https://doi.org/10.31470/2309-1797-2020-28-2-24-55>
- Ivashkevych, Er. (2023). The Translation Activity as a Component of Communicative Motivation. *Проблеми сучасної психології*, 62, 64-84. URL: <https://doi.org/10.32626/2227-6246.2023-62.64-84>.
- Jiang Li, Zhang L. Jun & May S. (2019). Implementing English-medium instruction (EMI) in China: teachers' practices and perceptions, and students' learning motivation and needs. *International Journal of Bilingual Education and Bilingualism*, 22(2), 107-119. URL: <https://doi.org/10.1080/13670050.2016.1231166>.
- Mai, Z. (2022). Caretaker input and trilingual development of Mandarin, Cantonese and English in early childhood (1;6-2;11). *International Journal of Bilingual Education and Bilingualism*, 25(9), 3389-3403. Retrieved from <https://doi.org/10.1080/13670050.2022.2060037>.

- Murphy, S., Melandri, E. & Bucci, W. (2021). The Effects of Story-Telling on Emotional Experience: An Experimental Paradigm. *Journal of Psycholinguist Research*, 50(1), 117-142. Retrieved from: <https://doi.org/10.1007/s10936-021-09765-4>.
- Mykhalchuk, N. & Khupavsheva, N. (2020). Facilitation of the Understanding of Novels by Senior Pupils as a Problem of Psycholinguistics. *Psycholinguistics*, 28(1), 214-238. Retrieved from <https://doi.org/10.31470/2309-1797-2020-28-1-214-238>.
- Mykhalchuk, N. & Onufriieva, L. (2020). Psycholinguistic features of representation of emotions by the concept of "Fear". *Problemy suchasnoi psykholohii*, 48, 206-227.
- Tabachnikov, S., Mishyiev, V., Kharchenko, Ye., Osukhovskaya, E., Mykhalchuk, N., Zdoryk, I. ... Salden, V. (2021). Early diagnostics of mental and behavioral disorders of children and adolescents who use psychoactive substances. *Психіатрія, психотерапія і клінічна психологія*, 12(1), 64-76. Retrieved from <https://doi.org/10.34883/PI.2021.12.1.006>.
- Tabachnikov, S., Mishyiev, V., Drevitskaya, O., Kharchenko, Ye., Osukhovskaya, E., Mykhalchuk, N. Aymedov, C. (2021). Characteristics of Clinical Symptoms in Psychotic Disorders of Combatants. *Психіатрія, психотерапія і клінічна психологія*, 12(2), 220-230. Retrieved from <https://doi.org/10.34883/PI.2021.12.2.00>.
- Vovk, M., Emishyants, O., Zelenko, O., Drobot, O. & Onufriieva, L. (2020). Psychological Features Of Experiences Of Frustration Situations In Youth Age. *International Journal of Scientific & Technology Research*, 8(01), 920-924. Retrieved from <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-28117>.

## ВПЛИВ ЕМОЦІЙНОГО СТАВЛЕННЯ В СІМ'Ї НА АДАПТИВНІ ВЗАЄМОСТОСУНКИ БАТЬКІВ ТА ДІТЕЙ СТАРШОГО ШКІЛЬНОГО ВІКУ

**Наталія Харченко**

доктор психологічних наук, професор,  
професор кафедри психології і педагогіки дошкільної освіти,  
Університет Григорія Сковороди в Переяславі  
<https://orcid.org/0000-0002-9958-5226>

DOI [https://doi.org/10.35619/prap\\_rv.vi22.375](https://doi.org/10.35619/prap_rv.vi22.375)

**Анотація.** В статті показано, що сім'я як соціальна мікрогрупа створює для своїх членів такі передумови для емоційних проявів та задоволення емоційних потреб, які дозволяють людині відчувати свою приналежність до суспільства. Показано, що сім'я відрізняється від інших малих груп своїм різноманіттям, глибиною та тривалістю зв'язків, що об'єднують її членів. Саме ці особливості сім'ї роблять її незамінною у вихованні підростаючого покоління, тому що вони забезпечують тривалий, глибоко емоційний та багатосторонній вплив на формування особистості дитини.

Обґрунтовано, що переживання дитиною свого місця в сім'ї, її взаємодія з сім'єю в цілому та з окремими її членами пов'язане з міжособистісними відносинами, які склалися в сім'ї на цей час. Доведено, що аналіз взаємовідносин «сім'я – дитина» виражаються в оцінці наступних орієнтацій: міжособистісні аспекти сімейної взаємодії та характеристики спілкування її членів; важливість особистісних критеріїв (мотивів, потреб, структурних компонентів самосвідомості); встановлення позитивних та адаптивних взаємостосунків між членами сім'ї.

У сім'ї дитина накопичує неабиякий досвід міжособистісних адаптивних взаємостосунків. Правильно чи спотворено дитина сприймає міжособистісні адаптивні взаємостосунки великою мірою залежить від того, як батьки ставляться до дитини –  
Випуск 22, 2024. Збірник наукових праць РДГУ

уникають її, незадоволені нею, визнають її автономність, утискають її, наскільки доброзичливо ставляться щодо своєї дитини. Згодом діти осмислюють, наскільки вони є прийнятними для батьків, любимими та значущими тощо. Проведені нами дослідження свідчать про те, що організм і психіка дитини відчують постійну потребу в позитивній емоційній підтримці з боку батьків. Характер емоцій великою мірою впливає на здоров'я дитини, визначає її життєвий тонус, ставлення до навколишнього світу. Вплив позитивних емоцій знижує збудження дитини, забезпечує нормальну роботу функціональних систем організму.

Доведено, що за умов досить тривалих впливів травмувального характеру у дитини неминуче виникають негативні емоції. Це ускладнює перебіг психічного розвитку дитини: ускладнює встановлення адаптивних міжособистісних зв'язків з оточуючими, перешкоджає опануванню нею нових адаптивних соціальних ролей, розвитку здатностей до спілкування та міжособистісної взаємодії.

Адаптивні сімейні взаємостосунки у сім'ї, ставлення до дитини з боку батьків можуть формувати позитивний погляд дитини на світ і самого себе. Отже, ті самі чинники, але з іншим психологічним змістом можуть фасилітувати низьку самоповагу дітей, недовіру до оточуючих. Отже, емоційне ставлення в сім'ї безпосередньо впливає на адаптивні взаємостосунки батьків та дітей старшого шкільного віку.

**Ключові слова:** адаптивні сімейні стосунки, адаптивні взаємовідносини, позитивні емоції, емоційне ставлення в сім'ї, емоційна ситуація, міжособистісні аспекти сімейної взаємодії.

Стаття надійшла до редакції 6.03.2024 р.