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**FEATURES OF PSYCHOLOGICAL DEVELOPMENT OF CHILDREN  
BROUGHT UP IN FULL AND INCOMPLETE FAMILIES**

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Annotation^ The main goal of raising children in any family is the comprehensive development of a personality that combines spiritual wealth, moral purity and physical perfection. The influence of family education can be considered on the example of education in full and incomplete families.

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As a rule, a "full family" in the legal sense consists of a father, mother and child (or children); an "incomplete family" consists of a father with a child (or children) or a mother with a child (or children). Many factors influence the development of a child's personality. One of the main ones is the climate in the family, the atmosphere of family relations that the child breathes. In his relationship with his parents, he gains experience of communicating with people. The child perceives family values, tries to conform to certain conventions, customs and traditions established in the family of his parents. Children are very sensitive and quickly catch even the slightest nuances in the relationship of parents with each other. The relationship between mother and father for the child is gradually becoming a role model. If parents are friendly, friendly, and help each other, then they form similar relationships with children, who in turn will also treat all people around them. If parents are at enmity, constantly quarreling for leadership in the family, then children, as a rule, behave the same way. When the father is domineering and strict, and the mother is meek and kind, then the "male ideal" can become a role model. This is especially true for boys. However, in our time, with

equality between the sexes, girls may well follow a male pattern of behavior. The relationship between parents is the basis on which a person's choice of his own lifestyle is most often based. Children in a single-parent family, as well as children from a full family, develop according to the same biological and psychological patterns, they are subject to the same standards of upbringing. Nevertheless, living with one parent brings specific circumstances into education and is significantly different from living in a full family. There is every reason to believe that these very specific conditions of a child's life will affect the features of his personal development: his emotional well-being, self-esteem, attitude to people around him.

All the authors who have dealt with the issues of a single-parent family believe that the biggest problem of a child from such a family is that it is difficult for him to create a holistic view of the relationship between a man and a woman as partners. There is a threat that both girls and boys from single-parent families can either create a distorted negative image of people of the opposite sex, or vice versa - little realistic ideals. If there is a mother, father and child in a family, then there are three types of relationships in it: between parents as spouses; between a child and a mother; and between a child and a father. With the addition of each new family member, the type of relationship is added. However, with each outgoing family member, certain relationships decrease accordingly. If the mother stays alone with the child, then there will be only one kind of relationship, that is, between mother and child. A child brought up in a family where there are two parents always has a sample of these relationships before his eyes, which allows him to get a more complete picture of what a partnership in a family is.

Another question is what quality this sample is. The next important problem is that parents, experiencing their breakup, can influence the occurrence of a loyalty conflict in a child with their negative attitude towards each other. It is important to remember that the child loves both mom and dad and it is difficult for him to choose someone's side, for him this choice will mean betrayal of the other parent. It is also worth noting here that not only the absence of the father has a traumatic effect on the child, but to a greater extent his negative image transmitted

by the mother or the non-representation of the father's image in the child's world picture. It is important for a child to know that his father is there and he is good. A positive image of the father can partially compensate for the loss of the child. Besides the fact that the idea of the father as bad traumatizes the child, it can have negative consequences for him in adulthood. If "all men are scoundrels", then how can a boy believe that it is good to be a man, and for a girl this is fraught with the formation of a negative attitude towards relations with the opposite sex in the future. Here the question arises about the identification of a child with a parent of his own sex. The success of identification depends, firstly, on the presence or absence of an emotionally warm relationship with a parent of the opposite sex and, secondly, on the prestige of a parent of the same sex in the child's representation. Distortions in identification in an incomplete family, if the father in it is "persona non grata", are possible both for a girl, since she has no emotional contact with him, and for a boy, since there is no sample of the corresponding sex. It can be said that due to the absence of one of the parents, a child from an incomplete family may have a less clear and less differentiated gender role position compared to a child from a full family. Since in the vast majority of cases single-parent families are families where the father is absent, problems with gender identity are more likely to occur in boys raised by a single mother, one can observe either the development of "feminine" character traits, or, on the contrary, "compensatory masculinity". The second case is characterized by a combination of exaggerated "male" behavior with a dependent character. Girls who have lost their father show uncertainty in communicating with men, they have not formed models of "female behavior".

The absence of a father in the family is not equally experienced by children of different sexes. Boys from single-parent families are much more likely to experience a feeling of loneliness in the family. Their emotional state is more depressed than that of girls. This is due to the fact that boys are in a rather difficult situation of emotional isolation: their ties with their mother are less close than those of girls. Thus, we can talk about the emotional discomfort of boys living with

a single mother. Girls are more connected with their mother, and she is a more significant and close person for them. In this regard, girls raised without a father have a more favorable picture of the emotional sphere. But again, the emotional self-perception of the child will depend on his age, and on the extent to which the father takes part in his upbringing. In the absence of a father, striving to create a primary model of male behavior and male reactions, a teenager becomes more susceptible to the effects of competing models imposed on him by peers and popular culture. So, a teenage boy, left without a father, can imitate friends whose behavior seems to him suitable for the definition of a "real man". Adopting their "masculine" pose, striving to be accepted into this group, he also learns a certain set of immature stereotypes that can, for example, allow the sexual use of girls to prove masculinity. At the same time, a teenage girl who finds herself without a father often reaches out to her peers of the opposite sex, trying to make up for the male affection that she lacks so much. She can put up with the treatment of the female sex accepted in their circle in order to satisfy her need for serious relationships with men, even if these relationships are based on exploitation. The absence of one of the family members can also affect the intellectual development of the child. It is important that both types of thinking are present in the environment of children from early childhood: male and female. For full intellectual development, a child needs communication with parents of both sexes, in order to adopt their life experience.

Thus, upbringing in a single-parent family has its own specific features and differs from the life of a child in a full family. The negative factors of raising a child without one parent include: the lack of a holistic view of men and women, of the models of relationships between them; and as a consequence, distortions in the formation of gender identity; an unfavorable picture of the emotional and personal sphere of children; a narrow circle of intra-family communication; one-sided nature of upbringing.

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