

INFLUENCE OF PARENTAL ATTITUDE ON THE MENTAL DEVELOPMENT OF PRIMARY SCHOOL STUDENTS

Abstract

The article presents the results of theoretical and empirical research of the influence of parental attitude on the mental development of primary school children.

*The **aim of the article** is to study the features of parent-child relationships as a prerequisite for the formation of the child's personality and mental development. Theoretical analysis of the problem showed that the attitude of parents to the child is especially important during all childhood years, especially during age crises, in particular, during primary school age and is realized in maintaining emotional contact with the child, a form of control over his/her behavior, effective-evaluative, consciously-selective idea of the child, which determines the peculiarities of parental perception, the nature and manner of communication with the child, methods of influencing the kid.*

*An empirical study of the influence of parental attitudes on the mental development of junior students was conducted among students in grades 2-4 aged 8-10 years using **psychological techniques**: the method of "Test-questionnaire of parental attitudes (ORO)" (A. Varga, V. Stolin), which explores the emotional attitude to the child (acceptance-rejection), socially desirable image of parental attitude (cooperation), interpersonal distance in communication with the child (symbiosis), the form and direction of control over its behavior, the attitude of parents to the failures of the child; the projective method "Picture of the family" reflects the child's attitude to the family as a whole and to its individual members and his/her perception of own place in the family; "PARI" method (E. Schaefer, R. Bell) is designed to study the attitude of parents to various aspects of family life (family role).*

*Empirical research **results** have shown that a favorable family environment, harmonious relations between spouses, a constructive type of parental attitude in which the child is free from excessive custody or control, and parents accept and understand the child, seek to be friends and advisers, flexibility in communication and means influence on the child in view of the age, positively affect the emotional state and the formation of individual and personal qualities of the child, the relationship with parents. Children with adequate parental practice are characterized by good adaptation to the school environment and communication with peers, they are active, independent, proactive, friendly, empathetic. The destructive influence of parental attitudes on children increases in those families where at least one of the adults is experiencing emotional distress.*

***Key words:** parental attitude; children; junior schoolchildren; mental development; junior students.*

Introduction. In the life of every child, the family is of great importance. Relationships with parents, the attitude of parents to children play a significant role in their further personal development. Communication with parents in the early years, their influence on the ways of resolving typical age contradictions, conflicts and failures of adaptation appear later and manifest themselves as characteristic problems in an adult. Negative childhood experiences lead to infantilism, egocentrism, increased aggression - all this is a prerequisite for difficulties in fulfilling their own parental role, to the rejection of their own child.

It is known that a person's psychological health depends on how exactly the needs of his/her mental development in childhood were met. In order for a child to grow up healthy and efficient, it is necessary to satisfy his/her basic psychological needs: physiological (food, housing, etc.); security needs related to the desire for a stable, safe being, protection from fear, pain, disease, etc.; social needs (realization of human connections, sense of belonging to a certain group); the need for self-affirmation given by the family, etc. (Ковальков, 1988).

In cases where the child has a negative attitude to life, a tendency to pessimism, apathy (i.e., the need for attachment is not satisfied), it is the family that forms a sense of significance. Otherwise, the child develops a sense of grayness, incompetence, the need for development is not accomplished. If a child is born into a family in order to meet the needs of the mother, father or other family members, the kid does not go through all the stages of mental development.

The aim of the article is to study the features of parent-child relationships as a prerequisite for the formation of the child's personality and mental development.

Relevance of research. The family is the closest environment for the formation of personality, influencing the needs, social activity, psychological state of the child. "Parent-child" connections are of paramount importance for the formation of the family structure, its current state and directions for future development (Помиткіна, Злагодух, Хімченко & Погорільська, 2010). It is interesting that the style of upbringing, the nature of parents' treatment of the child affect the peculiarities of the child's development, the formation of his personality, character traits during all years of childhood. But they play a particularly important role in critical periods of child development. Therefore, when talking about the problems of primary school age, we must first keep in mind the problems of two age periods: the crisis of 6-7 years and, in fact, primary school age, which covers the period from 6-7 to 10-11 years (Виготський, 1984).

The primary school age has features of transition, a period of significant positive changes. Therefore, the achievements reached by the child independently are very important: in cognition, in acquiring the skills and abilities of educational activities, in relationships with peers, teachers and parents, in gaining self-confidence, in their capabilities, in developing the need for success. It will be difficult to do this in the future, out of this sensitive age period. This age is also called the first adolescence. It is believed that young age is the period of maximum "extroversion". Important changes are taking place in the area of feelings and social experience. School age is the apogee of collectivism. The children's team plays a serious role in the development of a child from the age of three, now it is becoming a decisive factor. The child seeks to keep up with others, to earn their recognition. In the children's group, feelings of friendship, camaraderie, a sense of solidarity, duty and responsibility to others arise and develop. Their goal is to come up with something, take something, prove something, and not just play fun. If a child, for some reason, cannot be equal to others, he/she has a complex of inferiority. It is at this age that complexes arise. Awareness of one's own usefulness and need is the most important means in the fight against feelings of inferiority.

Formulation of the problem. The psychological literature widely describes the phenomenology of the relationship between parents and children, analyzes the nature and negative results of inadequate parental attitudes, wrong parenting styles for the current and future development of the child. At the same time, the nature and mechanisms of the influence of certain aspects of the parental attitude on the mental development of the child are insufficiently studied and, therefore, require additional study.

In the works of scientists (Варга, 2001; Гарбузов, 1990; Говорун, 2004; Захаров, 1990; Столін, 1989) and others the dependence of the formation of the child's personality on the style of upbringing in the family, parental attitude, ways of family communication is shown. In this case, the course of mental development of the child is significantly affected not only by gross violations of parental attitudes and behavior. According to scientific research (Боришевський, 1995; Ейдемільер, 1996), different styles of care and treatment of the child from the first days of his life form certain features of the child's psyche and behavior. In the medical clinical literature, we can find description of extensive number of parental attitudes phenomenology, parenting styles, as well as their consequences - the formation of individual characteristics of the child within the normal and deviant behavior. Different combinations of parenting parameters (intensity of emotional contact with the child: hyperopia, guardianship, acceptance, rejection; control parameter: permissive, possible, situational, restrictive; sequence - inconsistency; affective stability - instability; anxiety - non-anxiety) are correlated with different types of children (limited, affective instability on the part of parents leads to the development of the child's neurosis of fear, over-acceptance, "permissiveness", inconsistency - to the development of hysterical neurosis, severe limitation - to the neurosis of obsessive-compulsive disorder) (Захаров, 1990).

Thus, the nature and degree of influence on the child determines many factors, and above all the personality of the parents themselves as the subject of interaction: gender (the same as the child, or opposite); age (young, minor mother, elderly father, father of a late child); temperament and features of the father's character (active, impatient, inflammatory, domineering, indulgent, careless, restrained); religiosity; national and cultural affiliation; social status; professional affiliation; level of general and pedagogical culture, etc.

Research methods. An empirical study of the influence of parental attitudes on the mental development of primary school students was conducted among 40 parents and 40 students of grades 2-4 (age 8-10) of Erudite and a specialized school with in-depth study of English № 324 Solomyanskyi district of Kyiv. Of the 40 children, 24 children (60%) are raised in a full family, the parents are in a registered marriage, and 16 children (40%) are a single-parent family: the parents are divorced or a single mother. The following psychological methods were used: "Test-questionnaire of parental attitude (ORO)" (Варга, Столін), which contains 5 scales and explores the integral emotional attitude to the child (acceptance or rejection), socially desirable image of parental attitude (cooperation), interpersonal distance in communication with the child (symbiosis), the form and direction of control over the child's behavior (control), as well as the attitude of parents to the failures of the child; projective method "Picture of the family", which reflects the child's experience and perception of his/her place in the family, the child's attitude to the family as a whole and to the individual members; "PARI" method (Шеффер, Белл), which contains 23

scales and is designed to study the attitude of parents (especially mothers) to various aspects of family life (family role) - 8 scales and 15 scales for parent-child relationships (optimal emotional contact, excessive emotional distance with the child, excessive concentration on the child). Raw scores were processed using Excel and SPSS statistical package using correlation data analysis.

Results. As a result of the empirical study, the following data were obtained, which are presented in table 1.

Table 1

The results of diagnostics according to the method of parental attitude (Вапра, Столін)

Scales	Respondent, %					
	Complete family			Incomplete family		
	High level	Medium level	Low level	High level	Medium level	Low level
Acceptance	6,3	81,2	12,5	0	81,8	18,2
Cooperation	75	25	0	91	9	0
Symbiosis	31,3	62,5	6,2	18,2	73,8	9
Control	12,5	62,5	25	0	81,8	18,2
Attitude to failures	6,3	25	68,7	18,2	36,3	45,5

According to the indicators in Table 1, a positive attitude towards the child prevails in complete families, they have higher indicators on the scale of "acceptance" (6,3%) than in single-parent families. However, 91% of respondents from single-parent families have high scores on the "Cooperation" scale. Parents seek to cooperate with the child, show considerable interest in his/her affairs. Whereas in complete families only 75% of respondents have high rates. In complete families, more parents want to be united with the child, contact with a kid (31,3%) than in single-parent families (18,2%). In single-parent families, a larger percentage of parents (9%) establish a significant psychological distance between themselves and the child, taking little care of the kid. In complete families it is 6,2%. According to the "Control" scale, single-parent families do not have high rates, which indicates that neither parent treats the child too authoritarian, demanding absolute obedience. Whereas in complete families, 12,5% of respondents use it. However, the average level of control is much higher in single-parent families – 81,8%, while in a complete family - 62,5%. 18,2% of respondents from single-parent families consider their children small losers, do not pay attention to the thoughts, interests, feelings of their own child. In complete families, this figure is 6,3%. Also, 68,7% of respondents from complete families believe that their children's failures are just a coincidence and believe in them, while in single-parent families – 45,5%.

If we summarize the data of respondents from complete and incomplete families and depict them graphically, we obtain the following results shown in Fig. 1.

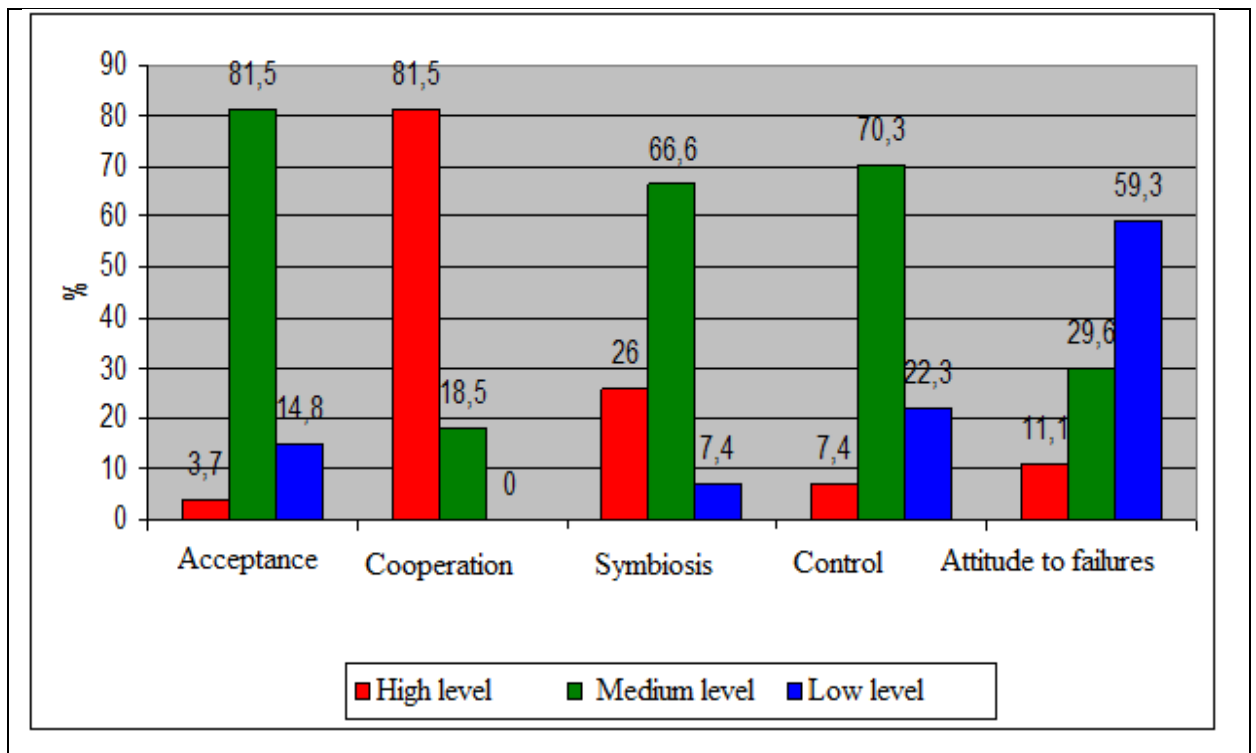


Fig. 1. Distribution of parental attitude types in the group of children under study

Therefore, according to the results of diagnostic research using this method and according to the indicators of fig. 1. the majority of respondents have high scores on the scales of "cooperation", "symbiosis" and low on the scale of "attitude to failure". These data show that most parents show a genuine interest in the interests of their child, value the child's abilities, and encourage the child's independence and initiative. They strive to be on an equal footing with him/her. High scores on the "symbiosis" scale indicate that parents strive for a symbiotic relationship with the child, feel unity with the child, always try to be closer to the kid, meet basic needs, protect from trouble. However, these parents treat the child's failures as a coincidence, do not lose faith in the offspring.

Therefore, we can talk about the difference in the direction of parental attitudes in the studied groups. This will help to build a clearer picture of the problem under study and to determine the particularity and nature of the relationship between the emotional disorders of children from complete and single-parent families and parental attitudes.

Studying the features and type of parental attitudes towards the children under study, we identified two main generalizing types:

1) *constructive attitude*: the child is in a positive family relationship, free from excessive care or control, with accepting and understanding attitude of the parents; the desire of parents to be friends and mentors for the child;

2) *destructive attitude*: the type of parental influence in which the child is in an uncomfortable family situation, with an authoritarian style of upbringing, where excessive control and rejection of their own child prevails; parents usually have a low opinion of their own child, which provokes the low self-esteem.

Such a division is conditional, of course. In general, the analyzed scales and their indicators are understood and analyzed by us in this way, i.e., according to the level of favorable impact on the child.

The "**Family Picture**" **technique** helps to establish good emotional contact between the psychologist and the child, relieves the tension that arises in the research situation. In pictures, children can express things that are difficult for them to express by words. Observing the drawing process, useful information about the child's family relationships was obtained. Some children constantly covered their drawing with their hands, which testified to the children's distrust of their own strength, the need for support from adults. Most of the students started their drawing with a picture of mom or dad, to whom they relate well. The location of family members in the picture shows their relationship.

Analysis of the "Picture of the family" method results are presented in table. 2. They helped to find out the child's attitude to family members, as well as establish the characteristics of the relationship that cause kid's anxiety and conflict.

Table 2

**Distribution of indicators and characteristics of respondents
from complete and incomplete families ("Picture of the family")**

Scales	Respondents,%	
	Complete family	Incomplete family
Favorable family situation	62,5	18,7
Family anxiety	12,5	37,5
Conflict in the family	58,3	62,5
Feelings of inferiority of the child in a family	25	56,2
Hostility in a family	16,6	18,7

As it can be seen from table. 2, a more favorable family situation is observed with children of the first group (62,5%). These children grow up surrounded by love and self-respect, have a warm relationship with their family members. In general, bright colors dominate in the pictures of children from complete families, usually depicting both parents, the child is placed in the center of the picture surrounded by relatives, brothers and sisters.

Most of the studied children from single-parent families are characterized by distress. The absence of one of the parents, the constant employment of the other (usually the mother) leads to a feeling of loneliness and at this background feelings of anxiety. Disharmonious relations between family members, which are manifested in quarrels, lead to negative characteristics in the child, provoke conflict and aggression.

The rate of anxiety is quite high in both groups of children. The child, prone to anxiety, is constantly in a wary and depressed mood, he/she has complex relationship with the world around, which is perceived as scary and hostile. Anxiety of younger students can be caused by both external conflicts originating from the parents and internal - from the child himself. One of the most common causes of anxiety is high demands on the child, inflexible, dogmatic system of education, which does not take into account the child's own activity, interests, abilities and inclinations. The most common system of education - "you have to be an excellent student." The reason of anxiety is always an internal conflict, which can be caused by: conflicting demands from parents; inadequate requirements that do not meet the capabilities and aspirations of the child; negative demands that put the child in a humiliated, dependent position. In all three cases there is a feeling of "loss of support"; loss of strong guidelines in life, uncertainty in the world around. Studies have shown that in childhood, when the foundation of the human personality is laid, the consequences of anxiety can be significant and dangerous. Anxiety always threatens where the child is a family "burden", where there is no love or the upbringing is excessively rational, academic, cold, without feelings and sympathy. Anxious children are characterized by frequent manifestations of anxiety and worry, a large number of fears and special sensitivity, as well as low self-esteem. Drawing helps to recognize anxious children. Their drawings are characterized by a large number of hatching, strong pressure, as well as small image sizes. Often such children are "stuck" on details, especially small ones. Such children have a serious, restrained facial expression, lowered eyes, sit neatly on a chair, try not to make unnecessary movements, not to make noise, prefer not to attract the attention of others. Such children are called modest, shy.

In general, (average indicators), a favorable family situation is observed in more than 40,6% of families. Family cohesion, drawing family members with joined hands, their unity in common activities are indicators of psychological well-being, perception of family integration, inclusion in the family. In 25% of families children experience high anxiety. Strong shading, or strong pressure when depicting figures give a sense of anxiety that the child feels in relation to this character. In such drawings, children often used erasure, redrawing. According to practice, children who feel insecure, anxious, tend to draw small figures that modestly occupy a small part of the sheet. 60,4% of families face conflict. The drawings show the separation of family members from each other, sometimes using "barriers" in the form of walls, objects, lines. Inadequate size of individual figures indicates the significance or, conversely, not the significance of this person for the child. The absence of a family member indicates possible difficulties in interpersonal relationships, indifference, emotional alienation, and so on.

Feelings of inferiority are felt by children in 40,5% of families. Small figures of themselves, depicted in the company of parents, express feelings of helplessness. They feel weak, insignificant in the family. The image of themselves at the bottom of the sheet indicates the child's deprivation, the feeling of inferiority. Such children often portray their legs as weak, short, and poorly drawn. The figures are unstable, ready to "fall" at any moment. Hostility in the family occurs in 17,5% of families. Aggressive posture, too wide eyes, pursed lips, open mouth, disproportionately large hands, long and well-drawn fingers indicate family aggression.

So, we come to the conclusion that in general a favorable family situation affects the emotional state and well-being of the child, the formation of individual and personal qualities, their relationship with parents. However, there are families where children are most anxious about the family microclimate, family conflicts, hostility in the family, and feelings of inferiority. It is obvious that children unconsciously express insecurity, anxiety, built on a weak foundation in a symbolic way. In the absence of a basic sense of security, personality development is impaired; constant anxiety continues to hinder the movement to emotional maturity and mental health.

Due to the results of "Picture of the family" graphics method, there was a tendency for the constructive type of parental attitude to dominate in complete families and the destructive type of attitude - in incomplete. Statistical analysis, however, did not confirm the assumption: this interdependence is not statistically significant.

As a result of the **PARI method** by data on parental attitudes in families of primary school students were obtained (Tables 3, 4).

Table 3

Distribution of parental attitudes (Шаффер, Белл)

№	Characteristics (scale)	Respondents,%		
		High level	Medium level	Low level
1	Verbalization	62,9	37	0
2	Excessive care	22,2	62,9	14,8
3	Dependence on family	11,1	70,7	18,5
4	Suppression of will	11,1	85,2	3,7
5	Feelings of self-sacrifice in the role of mother	29,6	62,9	7,4
6	Fear of offending	22,2	70,3	7,4
7	Family conflicts	7,5	92,5	0
8	Irritability	7,4	74	18,5
9	Excessive severity	3,7	66,6	29,6
10	Exclusion of extra-family influences	18,5	74	7,4
11	Super-authority of parents	48,1	44,4	7,4
12	Suppression of aggression	14,8	70,3	14,8
13	Dissatisfaction with the role of the housewife	3,7	62,9	33,3
14	Partnership relations	18,5	77,7	3,7
15	Development of the child's activity	37	59,2	3,7
16	Evasion of contact with the child	3,7	66,6	29,6
17	Indifference of a husband	11,1	81,4	7,4
18	Suppression of sexuality	3,7	66,6	29,6
19	Maternal dominance	0	74	26
20	Excessive interference in the child's world	29,6	62,9	7,4
21	Equal relations	37	59,2	3,7
22	The desire to accelerate the development of the child	3,7	59,2	7,4
23	Dependence of the mother	25,9	70,3	3,7

The general analysis of the data presented in table. 3 shows such prevailing features as verbalization (62,9%) and parental authority (48,1%), which indicate that a significant number of parents encourage verbal expressions of their children. At the same time, there are parents who take a position of authority towards their child, which is an indicator of a destructive attitude. The method assumes three groups of parental attitude to the child: optimal emotional contact, excessive emotional distance from the child and excessive concentration on the child. Let's consider their components (Table 4.).

Table 4

Distribution of indicators by type of parent's attitude to children (Шеффер, Белл)

№	Characteristics (scales)	Groups of scales	Respondents, %		
			High level	Medim level	Low level
1	Verbalization	1. Optimal emotional contact	62,9	37	0
14	Partnership relations		18,5	77,7	3,7
15	Development of the child's activity		37	59,2	3,7
21	Equal relations		37	59,2	3,7
8	Irritability	2. Excessive emotional distance with the child	7,4	74	18,5
9	Excessive rigor		3,7	66,6	29,6
16	Evasion of contact with the child		3,7	66,6	29,6
2	Excessive care	3. Excessive concentration on the child	22,2	62,9	14,8
4	Suppression of will		11,1	85,2	3,7
6	Fear of offending		22,2	70,3	7,4
10	Exclusion of influences outside the family		18,5	74	7,4
12	Suppression of aggression		14,8	70,3	14,8
18	Suppression of sexuality		3,7	66,6	29,6
20	Excessive interference in the child's world		29,6	62,9	7,4
22	The desire to accelerate the development of the child		3,7	59,2	7,4

The results from table 4 show that the "optimal emotional contact" group has the largest number of characteristics with high rates. That is, these respondents encourage their children to verbal expressions and activities, build equal relationships and partnerships with them. According to the indicators of "excessive emotional distance" with the child, the following results were obtained: 3,7% of respondents have a high level on the scales of "excessive severity" and "avoidance of contact with the child", which indicates a clearly cut distance and avoidance of the contact with the child. The same percentage of parents are overly strict with their children. 7,4% of parents feel obvious irritation towards the child. We believe that the problem of excessive emotional distance in child-parent relationships is quite common, which is a consequence of the elementary inability of parents or their unwillingness to express understanding and support to a child during unstable emotional period of growing up.

The results in the group of excessive concentration on the child highlight such indicators as excessive interference in the child's world (29,6%), excessive care (22,2%) and fear of offending (22,2%). That is, this group of respondents experience excessive parental obsession and fear of harming the child. Excessive concentration on the child occurs in 15,7% of respondents, indicating that for these parents the child has become "a matter of their lives" or "the center of the universe." We believe that today the issue of excessive concentration on the child is very relevant and such parents should reconsider their attitude to children. After all, parents who take too much care of their offspring do them a "bear service", protecting them from difficulties (not even significant), excessively interfering in the child's world, controlling it, imposing their will on it. Children in such families tend to be dependent, deprived of their own opinions and voting rights, and as a result, unadapted to life and highly anxious. After all, in adulthood, when facing difficulties, the child will not be able to make decisions independently, and most importantly - to be responsible for this decision.

Thus, the most distinctive indicators of the "PARI" method are excessive interference in the child's world, suppression of will and aggression, the desire to accelerate the child's development and excessive care for the child. It is worth noting that the above symptoms together constitute a scale of excessive concentration on the child, which, in our opinion, is a destructive type of parental attitude.

Conclusions. As a result of theoretical and empirical study of the influence of parental attitudes on the mental development of primary school students, the following conclusions can be drawn. The attitude of parents towards the child is especially important during all years of childhood, especially during age-related developmental crises, in particular, during primary school age, which covers the period from 6-7 to 10-11 years.

Parental attitude is embodied in maintaining emotional contact with the child, a form of control over her/his behavior. It contains a subjective-evaluative, consciously-selective idea of the child, which determines the characteristics of parental perception, nature and manner of communication with the child, methods of

influencing. Favorable family environment, harmonious relations between spouses, constructive type of parental attitude, in which the child is free from excessive custody or control, where parents accept and understand the kid, seek to be friends and advisers, flexible in communication and influence the child according to his/her age positively affect the emotional state and the formation of individual and personal qualities of the child, his/her relationship with parents. Children with adequate parental practice are characterized by good adaptation to the school environment and communication with peers, they are active, independent, friendly, empathetic.

Destructive attitude - a type of parental influence in which the child faces uncomfortable family situation, an authoritarian style of upbringing, excessive control and rejection. Parents usually have a low opinion of their own child, which provokes her/his low self-esteem. The destructive influence of parental attitudes on children increases in those families where at least one of the adults is experiencing emotional distress.

And finally, being a parent is the most difficult kind of human creative activity. And the task of parents is to teach a child to be a HUMAN in the full sense of the word - to teach how to create his/her own life and inner world, to be happy and share this happiness with others.

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ВПЛИВ БАТЬКІВСЬКОГО СТАВЛЕННЯ НА ПСИХІЧНИЙ РОЗВИТОК УЧНІВ МОЛОДШИХ КЛАСІВ

Резюме

У статті подані результати теоретичного та емпіричного дослідження впливу батьківського ставлення на психічний розвиток молодших школярів.

***Метою статті** є дослідження особливостей батьківсько-дитячих стосунків як передумови формування особистості дитини та її психічного розвитку. Теоретичний аналіз проблеми засвідчив, що ставлення батьків до дитини має особливе значення протягом усіх років дитинства, особливо, під час вікових криз розвитку, зокрема, протягом молодшого шкільного віку та реалізується у підтриманні емоційного контакту з дитиною, формою контролю за її поведінкою, містить суб'єктивно-оцінне, свідомо-вибіркове уявлення про дитину, що обумовлює особливості батьківського сприйняття, характер і спосіб спілкування з дитиною, прийоми впливу на неї. Емпіричне дослідження впливу батьківського ставлення на психічний розвиток учнів молодших класів проводилося серед учнів 2-4 класів віком 8-10 років за допомогою **психологічних методик**: методика «Тест-опитувальник батьківського ставлення (ОРО)» (А. Варга, В. Столін), яка досліджує емоційне ставлення до дитини (прийняття-неприйняття), соціально бажаний образ батьківського ставлення (кооперацію), міжособистісну дистанцію у спілкуванні з дитиною (симбіоз), форму і напрямок контролю за її поведінкою, ставлення батьків до невдач дитини; проективна методика «Малюнок сім'ї» відображає ставлення дитини до сім'ї в цілому та до окремих її членів та сприйняття нею свого місця в сім'ї; методика «PARI» (Е. Шеффера, Р. Белла) призначена для вивчення ставлення батьків до різних сторін сімейного життя (сімейної ролі).*

*У **результаті** емпіричного дослідження було доведено, що сприятлива сімейна обстановка, гармонійні стосунки між подружжям, конструктивний тип батьківського ставлення, за якого дитина вільна від надмірної опіки чи контролю, а батьки приймають та розуміють її, прагнуть бути друзями та порадиниками, гнучкість у спілкуванні та засобів впливу на дитину з огляду на її вікові особливості, позитивно впливають на емоційний стан та формування індивідуально-особистісних якостей дитини, її взаємин з батьками.*

***Ключові слова:** батьківське ставлення; діти; молодші школярі; психічний розвиток; учні молодших класів.*