

# The Psychology of Adaptive and Maladaptive Relationships between Parents and Children of Senior School Age

## Психологія адаптивних і дезадаптивних взаємостосунків батьків та дітей старшого шкільного віку

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### ABSTRACT

*The purpose of this article is: to study the concept of "child-parents adaptive relationships"; to describe The Humanistic Conception of child-parents adaptive relations; to present The Psychoanalytic Model of family adaptive education, The Transactional and The Behaviorist Models of Personality Adaptive Education; to describe the results of the experiment with the aim to explain that a person's implementation of the feature of aggressiveness in destructive maladaptive behavior.*

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DOI (article): <https://doi.org/10.32626/2227-6246.2024-63.159-180>

<http://journals.urau.ua/index.php/2227-6246>

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**Methods of the research.** *The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The pilot research was used as an empirical method.*

**The results of the research.** *We proved, that socio-economic factors of family life (a quality of life, a status of a family, living conditions, monetary income, social status, a level of education of parents) does not have a direct impact on the manifestations of aggression of children, however, its pronounced disadvantage can motivate parents' aggression towards children, causing the aggression as a response.*

**Conclusions.** *We proved, that in the typology of a modern family, the main factors associated with manifestations of destructive aggressiveness of children are the influences of the socially disadvantaged microenvironment of the family, which predetermine its manifestations, and the profiles of parental attitudes in it, which determine its manifestations. The influence of the socio-economic characteristics of the family, its structure, composition and number, problems, associated with the health of its members, the culture of their communication, are of great importance in the manifestations of abnormal aggressiveness of children, but to a greater extent these manifestations are mediated by purely psychological family functioning parameters, also parental attitude profile.*

**Key words:** *adaptive relationships, maladaptive relationships, the typology of a modern family, parental attitude profile, socio-economic factors of family life, destructive aggressiveness, abnormal aggressiveness.*

## Introduction

The analysis of the problem of the destructive aggressiveness of the growing personality, which is reflected in the quality of its functioning in the system of social interactions, shows that this problem is largely caused by violations in the sphere of intra-family and child-parents relations, some defects in the person's upbringing (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021). Views on the role and the nature of child-parents' relationships, their consequences in the personal manifestations of children are reflected in foreign and Ukrainian concepts of child-parents relationships, models of child's rearing, influences on persona-

lity development and the formation of personal characteristics (Murphy, Melandri, & Bucci, 2021).

The essence of the concept of "child-parents relationship" can hardly be reduced to a few phrases. According to scientists (Mykhalchuk, & Khupavsheva, 2020), *psychological attitude* is a multifaceted, universal concept in which other concepts are "dissolved". One way or another related to any system in which people are included into the process of their life. Introduced into foreign psychology by scientists (Jiang, Zhang, & May, 2019), classified into the basic psychological categories by researchers (Vovk, Emishyants, Zelenko, Drobot, & Onufriieva, 2020), developed by Ukrainian psychologists (Ivashkevych Er., 2023), the concept of *psychological attitude* is a set of feelings, behavioral reactions of a person in the process of communication with another person, which can be described by different characteristics of perception and understanding of the person's behavior and actions.

So, according to the actuality of our research, **the purpose of our research is:** to study the concept of "child-parents' adaptive relationships"; to describe The Humanistic Conception of child-parents adaptive relations; to present the Psychoanalytic Model of family adaptive education, the Transactional and the Behaviorist Models of Personality Adaptive Education; to describe the results of the experiment with the aim to explain that a person's implementation of the feature of aggressiveness in destructive maladaptive behavior.

### Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization modeling and generalization. The pilot research was used as an empirical method.

### Results and their discussion

The concept of "*child-parents' adaptive relationships*" indicates the relationships and mutual influences of parents and

children in the system of their adaptive relationships, the expression of which has qualitative characteristics at the level of the Ukrainian society. In this adaptive dyad of relationships, parental attitude characterizes the degree of success of parents in fulfilling basic family functions aimed at the beneficial development of the child's personality, his/her socio-psychological well-being and successful adaptation in the society. Being an internal psychological basis that determines the nature of the adaptive interactions of the emerging personality with the world of social relations, the parental adaptive attitude acts in several meanings: as a factor in the socialization process, a criterion and parameter of the upbringing process, as well as the most important psychological tool in the arsenal of family adaptive influences on the development of the child's personality (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019).

Parental adaptive attitude as it was defined by scientists (Huang, Loerts, & Steinkrauss, 2022) is a trinity of adaptive attitudes towards a child, including emotional manifestations, communication style, cognitive vision and features of the child's understanding. According to the definition of the author (Horney, 1994), the parental adaptive attitude includes a subjective-evaluative idea of the child, which determines the characteristics of his/her perception, methods of communication and the nature of interaction with him/her. The authors note that the adaptive connections between parent and a child are of utmost importance when analyzing his/her current state and predicting his/her further development as the individual: the nature of his/her parental attitude towards the child will determine the nature of his/her personal adaptive interactions with the complex social world (Ferdowsi, & Razmi, 2022).

A representative of the humanistic model of family adaptive education, a scientist (Engle, 2002) argues that the person's acquisition of a sense of harmonious unity with the Ukrainian society is due to his/her self-awareness formed in the family. In *The Humanistic Conception* of child-parents' adaptive relations

(Mykhalchuk, & Onufrieva, 2020), the influence of a warm, respectful attitude of parents towards a child, which contributes to the formation of a person acting positively in the society, is given a decisive role, and, on the contrary, a negative parental attitude is considered as the basis for the development of unfavorable personal qualities: intolerance, aggressiveness and hostility towards people.

In *The Psychoanalytic Model* of family adaptive education, the influences of the parental adaptive attitude, combining tolerance, flexibility and reasonable demands on the child, especially in the early stages of his/her development, is given importance, providing the necessary psychological effect for the harmonious development of the individual. The key point in the formation of the child's personal qualities in The Psychoanalytic Model of parent-child adaptive relationships is the child's identification with his/her parents: in an unconscious psychological fusion, in borrowing their characteristics, assessments and beliefs, in psychological identification with them. In such a way the child begins to develop a *psychological adaptive attitude* towards other people, which manifests itself to them consciously at a later age. Therefore, negative childhood experience, which develops when parents have an unfavorable, aggressive attitude towards him/her, becomes a prerequisite for the child to acquire destructive manifestations of aggressiveness and maladjustment in the society (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021).

From the position of the author (Mai, 2022), a representative of the social-cognitive direction of studying the formation of personality traits, parents act, on the one hand, as an element of the environment, and, on the other hand, as adaptive agents of socialization. Their behavior for the child is a model to follow in building his/her own. The scientist is convinced that in the early years, when the child is predominantly in the zone of adaptive influences of his/her parents, they, as the leading people in adaptive family education, need to develop in the person of a

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child the ability to overcome life difficulties, skills for resolving psychosocial conflicts, skills of being non-aggressive, rational interactions with the social environment. The basis for their formation is the correct educational position of the parents, which allows and helps the child to be proactive, independent, conflict-free, and to control his personal aspirations for manifestations of aggression.

In *The Transactional Model of Personality Adaptive Education* special importance is attached to teaching children in the family to analyze social adaptive relationships, to transfer and to apply them in various life situations and social spheres. E. Bern's conception of family adaptive relationships emphasizes that the key to changing a child's destructive-aggressive behavior lies in changing the lifestyle of his/her family and the nature of child-parents' adaptive relationships in a more positive way (Ivashkevych Ed., & Onufrieva, 2021).

In *The Behaviorist Model of Adaptive Family Education*, the concepts of child-parent adaptive relations, the development of a child's personality, the formation of socially acceptable forms of the child's behavior are in the field of the adaptive influences of his/her living environment, a small social environment, where parents act the role of adaptive intermediaries, identifying and changing the child's behavior, facilitating his/her self-control, aggression and the assimilation of more mature, socialized forms of the adaptive behavior (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020).

The considered models of upbringing and the concepts of adaptive parent-child relationships emphasize the importance of a respectful, trusting, warm adaptive attitude of parents towards children, adaptive non-punitive methods of correcting their behavior, adaptive education that presupposes the responsibility of parents and a certain measure of responsibility of children, which together constitute the optimal psychological basis for the formation of the child's personality. The figure of the parent in them is considered as an example of impeccability,

positivity, authority, the personality of the parent. All these factors are being given a mission that determines the nature of the development of the child's adaptive personality.

Scientists (Ivashkevych Er., & Komarnitska, 2020), referring to the historical dynamics of child-parent adaptive relations, note that in the cultural-historical typology of child-parents' adaptive relations there is a movement towards the rejection of the adaptive attitude of possessiveness and power over the child, recognition and satisfaction of his/her needs, overcoming parental anxiety. Foreign and Ukrainian scientists have stated that in the cultural and historical periodization of types of adaptive relationships between parents and children, a socializing, helping style has dominated since the 21<sup>st</sup> century.

However, in numerous contemporary studies (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020), intrafamily adaptive relationships are characterized by the general tendency towards the spread of the syndrome of dangerously aggressive treatment of children, threatening their life activity and personal adaptive development; parental attitude towards children is considered socially unacceptable, psychologically undesirable, leading to manifestations of destructive aggressiveness of children. The adaptive attitude of modern parents towards their children is a changeable phenomenon, influenced by general and specific factors of modern reality, which determines adaptive characteristics of the manifestation of aggressiveness of children.

The provisions of leading methodologists, theorists and practitioners of Ukrainian science highlight a number of interrelated factors that influence the development of a child's personality, determining the formation and specificity of the manifestations of his/her personal characteristics. A scientist (Комплієнко, 2020) identifies the adaptive factors of heredity and the environment (social, biogenic, abiogenic), educational ones (types of targeted psychological and pedagogical adaptive influences), as well as the subject of the activity and adaptive relationships.

The author puts forward the environmental adaptive factor that guides the child's adaptive development as a determining factor. According to his statement, the environment, as a subjectively experienced objective reality, is largely transferred inside the child, determining the course of his/her adaptive development, and what should result from it is already given in the adaptive environment from the very beginning. A scientist (Жомплієнко, 2020) emphasizes the need for parents to build up a purposeful, controlled educational system, the meaning of which is to develop the children's prohibitions on antisocial disadaptive actions, from the point of view of scientist, it is the essence of any adaptive socialization of the individual.

From our own position of fundamental importance in the formation of the inner world of the emerging adaptive personality is the nature of communication between people who love each other: a reflection of their treatment of each other, their relationship to each other. According to scientists, a child's personality is a product of a system of relationships that are significant to him/her. We'll argue that in the process of adaptive communication with parents, children learn their future behavior patterns.

We believe that the adaptive characteristics of a person, his/her adaptive positions in life, adaptive motives, adaptive needs, adaptive actions, interests and inclinations, are derived from the system of adaptive relations in which he/she was initially included. Also, we believe that psychological phenomena of being adaptive indicates the extent and depth of adaptive socialization of the individual and proves the effect of adaptive relations in the family microenvironment. We'd like to connect the formation of the beginning of adaptive personality traits with a complex of adaptive connections and adaptive relationships formed in the family.

We explain that a person's implementation of the feature of aggressiveness in destructive maladaptive behavior is deviating from ethical and legal norms. The characteristics is due to



violations of different connections and adaptive relationships in the family at the primary stage of its socialization. We argue that the adaptive socialization of the individual in the context of adaptive educational influences determines whether aggressiveness will manifest itself as the characteristics that is morally neutral or illegal.

Content analysis of issues of children from 23 families from Kyiv (Ukraine) (the experiment was organized at secondary schools No 5, 15, 23, 28 in Kyiv during 2023 year) showed: in a wide range of scientific searches for the origins and mechanisms of manifestations of aggressiveness of children with maladaptive personal relationships, the adaptive lifestyle of the parental family, the adaptive characteristics of its microenvironment, adaptive educational potential, the profile of the psychological adaptive attitude of parents towards children are studied, since the family is a phenomenon invariably associated with adaptive relationships and experiences between close significant people (we mean, on the one hand, a child – a mother – a father adaptive attitudes; and, on the other hand, a child – relatives adaptive relationships and life experiences).

So, being the closest adults in the child's small adaptive environment, psychologically significant elements of the child's adaptive environment and development, leading people into a paradigm of adaptive family education, adaptive models and agents of socialization, parents, through the manifestation of their adaptive attitude towards the child, determine the specifics of the development of his/her personal characteristics, style of adaptive behavior, meaningful characteristics of aggressiveness, instrumental-style actions in its manifestations. The analysis of profiles of parental maladaptive attitudes towards children under the influence of various types of modern families is promising in identifying their maladaptive relationships with manifestations of aggressiveness of children.

In our experimental research we studied the influence of a modern family with maladaptive relationships on manifestations

of aggressiveness of children. This research includes the analysis of family lifestyle, microsocial conditions of their development, psychologically significant situations that they especially experience and the characteristics of their parents' attitude towards them. The social situation of children's personality development determines the forms and a way by which they acquire characteristics which are typical for our microenvironment, drawing them from family reality as the main source of children's development. A dysfunctional family microenvironment, unfavorable psychological atmosphere of the family, negative maladaptive relationships between its members and towards the child are experienced by us, which creates the preconditions for children's personal changes, which are often found in manifestations of destructive maladaptive aggressiveness in the family and in Ukrainian society (especially when we tell about the situation nowadays, in the conditions of war). In analytical sources, in the aspect of the problem under study, specific risk factors are identified that are directly or indirectly related to the microsocial situation of children's adaptive development, the characteristics of the life activity of the adaptive parental family and the psychological profiles of adaptive parental attitudes towards children that can be formed.

We proved, that socio-economic factors of family life (a quality of life, a status of a family, living conditions, monetary income, social status, a level of education of parents) does not have a direct impact on the manifestations of aggression of children, however, its pronounced disadvantage can motivate parents' aggression towards children, causing the aggression as a response.

The structure and the composition of the family, which is reflected in its functioning, the psychological atmosphere and the psychological profile of the parental attitudes are of the greatest important for the development of the children's personality. They are indicative of their acquisition of unconstructive forms of manifestations of aggressiveness. In single-parent families the parental role range is impoverished, interpersonal

dependence is excessive, gender-role identification of children is difficult, their significant psychological needs are deprived. These needs create tension in the system of child-parent relations, which often manifests itself in the aggressiveness of parents and children. We'd like to note that children from single-parent families, growing up without paternal authority, often have conflicts, as a rule they are undisciplined and often asocial. At the same time, we'd like to involve into the profiles of parental attitudes towards children from non-standard families argue that much in the mental and personal development of a child depends on how his/her relationships with his/her parents (one parent) develops. According to analytical data, in single-parent families there is a number of objective prerequisites that determine the manifestations of unconstructive aggressiveness of children, but the formation of their personal characteristics is largely characterized by the Psychology of child-parent adaptive relations, the adaptive attitude of the parent to the child.

We showed, that medical and psychological factors, which characterize the state of physical and mental health of parents, affecting the life of the entire family, is a significant factor in the process of the development of aggressiveness of children. The psychological profile of parental maladaptive attitudes, caused by alcohol and drug addiction, frequent critical and borderline states, nervous breakdowns and emotional impulsivity, decreased tolerance to stress and lack of self-control of aggression, influences the manifestations of painful aggressiveness of children.

The combination of several negative factors which manifest themselves in life situations in the microenvironment of various types of families, increasing the negativism of the parents' attitude towards the child, according to experts, is the likelihood that the main form of a contact with the outside world will be aggression. A large and diverse family, including their own and adopted children, disabled people and elderly parents, poses a serious life problem for parents and causes them negative emotions, which are often reflected in the experiences of their

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children. The pronounced socio-psychological difficulties of a mother in a single-parent family, combined with poor health and addiction to alcohol, often become the basis for the child's aggressiveness and socio-psychological ill-being.

The criminal-immoral factor in the life of family and the psychological profile of the parental maladaptive attitude determines the development of *destructive aggressiveness* of children. This factor reflects the asocial, parasitic, immoral lifestyle of the family and its inherent negative phenomena such as cruelty, psychological violence, sadism, incest and even criminal activity. According to our research, the impact of this factor on the development of children's personality and the subsequent impact of the individual on the society determined by it, represents a serious social problem, the essence of which is the manifestation of criminal, pathological aggression by people with environmental family maladjustment with instrumental-style actions of an extreme degree of harmfulness. We'll argue that a person's manifestations of non-normative aggressiveness are natural result of the influence of the family microenvironment, whose members, and above all parents, do not recognize universal human values, commit antisocial acts and crimes. In order to survive in such an environment, the child must inevitably learn the rules and forms that have developed in his/her behavior. *Destructive-aggressive self-expression* of children and adolescents from criminally immoral families is based on a specific way of expressing maladaptive attitudes towards people learned in the microenvironment, the essence of which is the desire to cause harm to them.

Families with an alcohol and drug subculture are characterized by a lack of logic in their way of life, functional family disorganization, unpredictability of parental behavior, immoral attitude towards children, including all types of violence that cause them a state of deep psychological discomfort, suicidal attempts, suicides; the attitude that contributes to immersion in alcohol and drug "non-existence", forced escape from home, vagrancy and crime. The condition for the survival of children in families

of this type is the development of stereotypes to its requirements and personal mastery of the profile of the parents' attitude, the consequence is the adoption of the transmitted lifestyle and the assimilation to the worldview, characteristics, style of behavior of parents.

In our research we have established that the fact of the presence of a cult of cruelty and violence in the family forms a mechanism for the reproduction of this cult among the children "raised" in it: damage that violates the mental integrity of the developing personality is, as a rule, subsequently discovered in various types and forms of its destructive activity in the society, among which criminal aggression occupies a leading position. The results of our research show that psychological violence, combined with other traditionally distinguished forms of physical and moral cruelty of parents, is integrated by a maturing individual into the system of social relations, becoming an inevitable component of life style. We found that children who are abused in the family are the most aggressive, they in the most cases show criminal aggression, which is carried out by people from a family environment that cultivates violence and cruelty.

In criminally immoral families, with a cult of violence and cruelty, with alcoholic and drug subculture, the main family roles are devalued, parental functions are not fulfilled, children are instilled with antisocial views, socially undesirable interests, immoral needs and models of antisocial-aggressive behaviour are demonstrated. Children in these types of families are isolated from emotionally significant contacts and socially positive patterns of the behaviour, focused on a negative lifestyle, deprived of basic care and are at risk of abuse. The profile of the attitude of parents towards children in these types of families is characterized by the extreme degree of harmfulness: rudeness, cruelty, immorality, cynicism. The essence of parental attitudes in these types of families lies in the devaluation of the life and personality of children, which embitters them and gives rise to a tendency to implement aggression in illegal, criminal activities.

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We showed that a significant influencing factor in manifestations of aggressiveness of children was the chronically conflictual nature of intra-family maladaptive relationships, pronounced emotional incontinence of parents, and, in such a way, communication disorders in the system of marital and child-parent relations. We found that children recorded and experienced not only the direct aggression of parents towards each other, but also its hidden forms, the icy structure of intra-family conflict. We noted that as a result of constant internal struggle in a conflictual, psychologically unfavorable family atmosphere, children developed psychological characteristics that accompanied manifestations of destructive aggressiveness. Also, we found that “drawing” children into intra-family conflicts was contributed to the formation of a hostile attitude towards people. We argue that in a case of families with pathological communication at the level of marital and child-parent relationships, hostility and alienation reign, which over time transform into mutual hatred, pronounced aggressiveness and hostility.

In a longitudinal study of children from conflict families, copying intrafamily methods of sorting out relationships, we came to the conclusion that the meaning of their future life began to come down to the search, provocation and resolution of conflicts. We believe that children from families with communication pathologies receive an unfavorable start in life, they are more aggressive than their peers, and their ability to socially adaptation is reduced. We found that the basis of aggressive deviations of children and adolescents from conflict families lied in internal contradictions that contributed to their coming into conflict with the society and the law. The essence of the influence of the profile of parental maladaptive attitudes towards a child in a conflict family lies in the child’s perception and implementation of a conflict-aggressive lifestyle as the only possible, habitual one.

We’d like to indicate in terms of the problem under study some important educational factor, which characterizes the pedagogi-

cal competence of parents and the specificity of their educational influences in relation to adaptive attitude towards children. In our research we've shown that in families where serious miscalculations are made in upbringing, gross mistakes are made, in particular, physical punishment is equated with the methods of regulating discipline, and the psychological attitude of parents towards a child is essentially psychological violence against the individual, a consequence of the pedagogical failure of parents becomes aggressiveness of children. Typical mistakes and miscalculations of parents include: misconceptions about the manifestation of parental feelings, transferring of negative emotions to the child, psychological incompetence, incorrect educational attitudes, unrealistic expectations, lack of a stable educational line, unity and constancy of requirements, rigidity, imbalance in the degree of control, care, attention and parental warmth, underestimating the role of personal example as a role model.

*Psychological violence* in our research includes emotional rejection of a child, humiliation of his/her dignity, making excessive demands on him/her, threatening him/her and manipulating him/her. We distinguished the following **forms of psychological violence against a child's personality**: refusal of an urgent request, humiliation through ridicule, insults, coercion, intimidation, terrorization, unwillingness to admit that the child as an independent person. We found that the boundary between physical violence and corporal punishment was quite arbitrary, and their consequences were identical: mental trauma inflicted on a child becomes the starting point in changing the course of its development, the outcome being aggressiveness and personal maladaptation. The profile of the attitude of parents towards children in pedagogically unsuccessful families includes such aspects of its manifestations in the context of educational influences as orders and prohibitions, physical punishment, psychological suppression, coercion, deprivation of needs, emotional rejection, which activate the destructive characteristics of aggressiveness of children.

According to analytical data, children also experience emotional rejection in families that are very prosperous in the social, but not psychological aspect, where the lack of parental feelings, time and knowledge, selfishness and insincerity towards the child are masked by false educational doctrines, which they are compensated by artificial love.

### **Conclusions**

Thus, in the typology of a modern family, the main factors associated with manifestations of destructive aggressiveness of children are the influences of the socially disadvantaged micro-environment of the family, which predetermine its manifestations, and the profiles of parental attitudes in it, which determine its manifestations. The influence of the socio-economic characteristics of the family, its structure, composition and number, problems, associated with the health of its members, the culture of their communication, is important in the manifestations of abnormal aggressiveness of children, but to a greater extent these manifestations are mediated by purely psychological family functioning parameters, also parental attitude profile.

In criminally immoral families, with a cult of violence and cruelty, an alcoholic and drug subculture, the profile of parental maladaptive attitude towards children is characterized by an extreme degree of harmfulness: manifestations of violence, moral cruelty, immorality. The essence of the profile of parental adaptive attitudes in these types of families is the devaluation of the life and personality of children, which embitters them and gives rise to a tendency towards harmful activity: manifestations of malignant, unconstructive, non-normative aggressiveness, personal aspirations for auto-aggression, illegal and criminal actions. In outwardly prosperous families, the attitude towards children, due to the disorder of the family structure, the destructive nature of communication, the lack of feelings, time and knowledge, the fallacy of educational positions and in-



effective methods of education, the personal characteristics of the parents, which form the psychological profile of the parental adaptive attitude, it is the most important factor in manifestations of aggression in children. The analysis of our research results helps us to identify specific psychological components of parents' attitudes towards children in the context of their educational influences, which determine the characteristics of manifestations of children's aggressiveness.

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**Ляшенко Лариса. Психологія адаптивних і дезадаптивних взаємостосунків батьків та дітей старшого шкільного віку.**

**Мета статті:** вивчити поняття «адаптивні взаємостосунки батьків та дітей старшого шкільного віку»; описати Гуманістичну Концепцію адаптивних взаємостосунків між дитиною та батьками; представити Психоаналітичну Модель сімейної адаптивної освіти, Транзакційну та Біхевіористську Моделі адаптивної освіти особистості; описати результати пілотного експерименту з метою пояснити

реалізацію старшокласниками ознак агресивності в деструктивній дезадаптивній поведінці.

**Методи дослідження.** Для розв'язання поставлених у статті завдань було використано такі теоретичні методи дослідження: категоріальний метод, структурно-функціональний метод, методи аналізу, систематизації, моделювання, узагальнення. Емпіричним методом було пілотне дослідження.

**Результати дослідження.** Нами доведено, що соціально-економічний фактор життєдіяльності сім'ї (якість життя, статус, житлові умови, грошові доходи, соціальний статус, рівень освіти батьків) не надає прямого впливу на прояви агресивності у дітей, однак неблагополучне життя старшокласників може мотивувати агресію батьків щодо дітей, викликаючи у них дзеркальну відповідь.

**Висновки.** Доведено, що у типології сучасної сім'ї як основні фактори, пов'язані з проявами деструктивної агресивності у дітей, постають впливи соціально-неблагополучного мікросередовища сім'ї, що визначають її прояви, і профілі батьківського ставлення в її парадигмі. Вплив соціально-економічних особливостей сім'ї, її структури, складу та чисельності, проблем, пов'язаних зі станом здоров'я її членів, культури їх спілкування, має неабияке значення у проявах ненормативної агресивності у дітей. Показано, що більшою мірою ці прояви опосередковані суто психологічними параметрами життєдіяльності сім'ї, профілем батьківського ставлення до дітей старшого шкільного віку.

**Ключові слова:** адаптивні взаємостосунки, дезадаптивні взаємостосунки, типологія сучасної сім'ї, профіль батьківського ставлення, соціально-економічні чинники сімейного життя, деструктивна агресивність, аномальна агресивність.

Original manuscript received 10.01.2024

Revised manuscript accepted 29.03.2024