

## Types of Parental Attitude towards Children as a Way to Achieve Adaptive Family Relationships

### Типи батьківського ставлення до дітей як шлях досягнення адаптивних сімейних взаємостосунків

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#### **ABSTRACT**

*The purpose of this article is to study types of parental attitude towards children as a way to achieve adaptive family relationships.*

*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. A pilot research was used as the empirical method.*

*The results of the research. Children of parents with a controlling type of upbringing were obedient, suggestible, fearful, not too persistent in achieving their own goals, non-aggressive. With a mixed style of upbringing children are*

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*characterized by suggestibility, obedience, emotional sensitivity, non-aggressiveness, lack of curiosity, originality of thinking and poor imagination. So, we distinguished three types of parental attitudes that are pathogenic for the emotional development of the child: 1. Emotional rejection is the indifferent attitude towards the child, it shows the parents' unwillingness to satisfy the child's physical and mental needs, a desire to spend more time without him/her. This also includes cruel treatment, when, along with indifference, parents inflict physical injuries on the child. The reasons are financial difficulties, marital conflicts and mental infantilism of the child. 2. Overprotection is often such style of treatment of the child, which covers up an unconscious rejection of him/her. A feeling of guilt, in the connection with this rejection, often is arisen in parents' psyche whose child is often and seriously ill. 3. Treatment of the child by a double bind type. The child is completely (and emotionally) dependent on the parents.*

**Conclusions.** *The classification of parental attitudes towards children suffering from neuroses, neurosis-like conditions, psychopathies and character accentuations was proposed: 1. Indulgent hyperprotection: the child is the center of attention of the family, and the family strives to satisfy his/her needs as fully as it is possible. 2. Dominant hyperprotection: the child is the center of attention of the parents, who spend a lot of time and energy to him/her, while depriving him/her of independence, setting numerous restrictions and prohibitions. 3. Emotional rejection: ignoring the child's needs, often cruelty to him/her. 4. Increased moral responsibility is in education, increased moral demands are combined with inattention and lack of care on the part of the parents. 5. Cruel treatment includes parents do not strive to satisfy the needs of the child, but at the same time practice cruel punishments for the slightest offenses. 6. Neglect: the child is left to his/her own devices, the parents are not interested in his/her personality and do not control him/her. Lack of care and control are perceived by us as hypoprotection.*

**Key words:** *adaptive family relationships, parental attitude, emotional rejection, overprotection, treatment by a double bind type, indulgent hyperprotection, dominant hyperprotection, emotional rejection, increased moral responsibility, cruel treatment, neglect.*

## Introduction

Scientists (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020) indicate that in this situation there are disturbances in the emotional and social sphere of the indi-

vidual'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. In Psychology (Hogan, Adlof, & Alonzo, 2014) there are researches concerning the problem of separation of a child 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).

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 formation, 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 (Ferdowski & Razmi, 2022), all the deformations that occur in the child's personality are nothing more than a defensive reaction, self-defense, a bio-

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logical protective shell against the painful influences of the environment.

The situation of being deprived of parental care and living in orphanages is caused by serious depriving factors that shape Mental Tension of children. The scientists (Комплієнко, 2020) in their research describe 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, Kurmak-aeva, Mkrtychian, Kostromina, & Shtyrov, 2019), are:

– among 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;

– among 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).

**The purpose** of this article is to study types of parental attitude towards children as a way to achieve adaptive family relationships.

### **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 study of the characteristics of 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 living with their parents are more likely to have reactions that are primarily aimed at satisfying needs; more con-

structive 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 of 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 researches organized by S.M. Hamedy & R. Pishghadam (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.

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., & Onufriieva, 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. Children aged 5-6 years after their parents' divorce more often have aggression, anxiety, irritability, increased restlessness, anger and depression. 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

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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.

But situations are arisen when divorce and family restructuring 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" indiffe-



rent 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 worth 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 researches indicate that the child's body, his/her psyche, personal experience is a constant need for positive emotional saturation on the parents. The nature of emotions influences health, determines vitality, and forms the person's attitude towards the world around us. The influence of positive emotions reduces arousal and ensures normal functioning of functional systems of organism of a child.

With prolonged exposure to a traumatic nature in the family, the child inevitably develops some 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 provides the development of effective system of communication.

Relationships in the parental family, attitudes towards the child on the parents can form a positive outlook of a child on the

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

The most studies deal with to the types of parental attitudes, which were carried out in two directions, in clinical and analytical ones. Within the paradigm of both directions, three elements of parental attitude are distinguished: emotional, cognitive and behavioral ones. Each of these three components has its own structure:

– the emotional component contains such characteristics as: sympathy-antipathy, respect-contempt, closeness-remoteness. Speaking about the emotional aspect of parental attitude, we mean the rejection of the child due to his/her undesirability or complete acceptance of him/her as the only one and long-awaited state;

– the behavioral component, which is characterized by dominance, cooperation, indulgence and autonomy. The behavioral component is expressed in the demand of strict regulation or in the complete absence of control in a case of rejection.

In the paradigm of rejection caused by the underestimation of the child's psychophysical qualities, in a case of attribution of social failure to him/her, a cognitive component of the parental attitude is clearly manifested, which includes three types of inadequate vision: infantilization, such as imposing on the child the role of a small one, invalidation (attributing to the child various kinds of illnesses, personal failures) and social invalidation (attributing to the child character traits, bad inclinations that are disapproved by the parents).

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.

In our own clinical approach (lasted during 2024) 23 families with 1 or 2 children participated. Observing video tape recordings of 4 hours of communication between a mother and her child, she identified four types of maternal attitudes. Mothers of *the first type* easily and organically adapted to the needs of the child. They were characterized by supportive, permissive behavior. Interestingly, the most indicative test of a particular maternal style was the mother's reaction to toilet training. Mothers of the first type did not set themselves the task of accustoming

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the child to neatness skills by a certain age. They waited until the child “matured” on his/her own.

Mothers of *the second type* consciously and often unsuccessfully tried to adapt to the needs of the child. Not always successful implementation of this aspiration introduced tension into their behavior, lack of spontaneity in the process of communication with the child in reality. They more often dominated, rather than yielded.

Mothers of *the third type* did not show much interest to the child. The basis of motherhood was a sense of duty. There was almost no warmth in the relationships with the child and no spontaneity at all. Such mothers used cruel control as the main tool of education, for example, they consistently and harshly tried to accustom a one-and-a-half-year-old child to the habits of neatness.

***The fourth type of mother’s behaviour is the so-called inconsistent one.*** These mothers behaved inappropriately to the age and needs of the child, made many mistakes in upbringing, and had a poor understanding of their child. Their direct educational influences were contradictory, as there were their reactions to the same actions of the child. More complex types of parental attitudes, where the quality of educational influence begins to act as an important socializing moment, were identified by us, such as democratic and controlling ones.

The democratic style is determined by the following parameters: a high level of verbal communication between children and parents; children’s involvement into the discussion of family problems, taking into account their opinions; parents’ willingness to come to the rescue if the mothers needed it, while simultaneously believing in the success of the child’s independent activity; limiting their own subjectivity in the child’s vision.

The controlling style includes significant restrictions on children’s behavior: a clear and precise explanation to the child of the meaning of restrictions, the absence of disagreements between parents and children regarding disciplinary measures. It

turned out that in families with a democratic parenting style children were characterized by a moderately expressed ability for leadership, aggressiveness, a desire to control other children, but the children themselves were difficult to control externally. Children were also distinguished by good physical development, social activity, ease of establishing contacts with peers, but they were not characterized by altruism, sensitivity and empathy.

Children of parents with a controlling type of upbringing were obedient, suggestible, fearful, not too persistent in achieving their own goals, non-aggressive. With a mixed style of upbringing children are characterized by suggestibility, obedience, emotional sensitivity, non-aggressiveness, lack of curiosity, originality of thinking, poor imagination. So, we distinguished three types of parental attitudes that are pathogenic for the emotional development of the child:

1. *Emotional rejection* is the indifferent attitude towards the child, shows the parents' unwillingness to satisfy the child's physical and mental needs, a desire to spend more time without him/her. This also includes cruel treatment, when, along with indifference, parents inflict physical injuries on the child. The reasons are financial difficulties, marital conflicts and mental infantilism of the child.

2. *Overprotection* is often such style of treatment of the child, which covers up an unconscious rejection of him/her. A feeling of guilt, in the connection with this rejection, often is arisen in parents' psyche whose child is often and seriously ill.

3. Treatment of the child by a *double bind type*. The child is completely (and emotionally) dependent on the parents.

The role of parental attitude in the development of the child is also great. Moreover, in the parental attitude towards the child, both the emotional attitude towards him/her (rejection, active love) and the manner of communicating with him/her (overprotection, overcontrol) are important. We proved, that there was data that the prolonged harmful influence of the environment in

the form of family disharmony and improper upbringing contributed to the development of the child's personality according to the psychopathic or neurotic type.

Thus, we identified three types of *incorrect upbringing*. Upbringing according to *Type A* (“rejection”, “emotional rejection”) is either extreme exactingness, strict regulation and control, suppression of the innate type of response (attempts to correct, suppression of the innate type of response (attempts to correct, to improve the characteristics of temperament) with imperative imposition of the only permissible type of the behavior of a child, or lack of control on the basis of indifferent connivance. This type of behavior is caused by a number of factors, such as the undesirability of the child, his/her birth at an unfavorable time, during a period of conflict between the parents, the upbringing of the child by a single mother. Rejection can be caused by underestimation of the psychophysical data of the child or the presence of real shortcomings. This type of parental attitude has emotional, cognitive and behavioral components.

*Type B*: parenting (hypersocializing) arises from parents' anxious suspiciousness about the health of the child and other family members, the child's social status among peers, and especially his/her academic success. Type B (parenting) leads to overprotection and hypersociality with early multidisciplinary education of the child learning (foreign languages, studying music, drawing, technical and sports clubs, etc.) and to learn information overload. The emotional and cognitive aspects of the components of parental attitudes are emphasized.

*Type C*: upbringing (egocentric type) is observed in a family with a low level of responsibility, when a child, often the only one, long-awaited, he/she is imposed with the idea of his/her own self-sufficient value for others: “an idol”, “the only one”, “a little one”, “the meaning of life”, “only because of him/her the family does not fall apart”. At the same time, the interests of others are often ignored, sacrificed for the child. The cognitive component of the parental attitude is clearly manifested.

So, we proposed a classification of parental attitudes towards children suffering from neuroses, neurosis-like conditions, psychopathies and character accentuations:

1. *Indulgent hyperprotection*: the child is the center of attention of the family, and the family strives to satisfy his/her needs as fully as it is possible.

2. *Dominant hyperprotection*: the child is the center of attention of the parents, who spend a lot of time and energy to him/her, while depriving him/her of independence, setting numerous restrictions and prohibitions.

3. *Emotional rejection*: ignoring the child's needs, often cruelty to him/her.

4. *Increased moral responsibility* is in education, increased moral demands are combined with inattention and lack of care on the part of the parents.

5. *Cruel treatment* includes parents do not strive to satisfy the needs of the child, but at the same time practice cruel punishments for the slightest offenses.

6. *Neglect*: the child is left to his/her own devices, the parents are not interested in his/her personality and do not control him/her. Lack of care and control are perceived by us as hypoprotection.

The first two types are built on a positive emotional background, the third one is based on emotional rejection, the fifth type is characterized by emotional coldness. All these types relate to the emotional component of parental attitude. With the same positive emotional component the parental attitude of the first two types, according to our research, is different in the behavioral aspect. In the first case we mean indulgence, in the second one the dominance prevails. The fifth and the sixth types are characterized by permissiveness and lack of control, which corresponds to the behavioral component of parental attitude.

### Literature

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**Харченко Наталія. Типи батьківського ставлення до дітей як шлях досягнення адаптивних сімейних взаємостосунків.**

**Мета статті:** дослідити типи батьківського ставлення до дітей як шлях досягнення адаптивних сімейних взаємостосунків.

**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.** Показано, що діти в сім'ях із контролюючим типом виховання були слухняні, боязкі, не надто наполегливі у досягненні своїх цілей, неагресивні, такі, що підпорядковувалися фасилітативним впливам. За умов змішаного типу виховання дітям є притаманними навіюваність, слухняність, емоційна чутливість, неагресивність, відсутність допитливості, оригінальності мислення, збіднена фантазія. З урахуванням проведеного спостереження ми виділили три типи батьківських взаємостосунків, патогенних для емоційного розвитку дитини: 1. Емоційне нівелювання, тобто байдуже ставлення до дитини, небажання задовольняти її фізичні та психічні,

прихологічні потреби, експлікація прагнення проводити більше часу без присутності дитини. Сюди відносяться жорстока поведінка, коли поряд з байдужістю батьки завдають дитині певні фізичні травми. Серед причин такого становища постають фінансові труднощі, подружні конфлікти та психічний інфантилізм дитини. 2. Гіперопіка. Цей стиль поведінки з дитиною в свідомості батьків приховується несвідомим «відкиданням» особистості дитини. Почуття провини, у зв'язку з цим «відкиданням», нерідко виникає у батьків, чия дитина сильно і постійно хворіє. 3. Поведінка з дитиною відбувається за типом бінарного зв'язку. Дитина цілковито, повною мірою, також й емоційно залежить від батьків

**Висновки.** Нами запропоновано класифікацію батьківського ставлення до дітей, які страждають на неврози, неврозоподібні стани, психопатії та акцентуації характеру: 1. Потураюча гіперпротекція: дитина знаходиться в центрі уваги сім'ї, і сім'я прагне максимальною мірою повно задовольнити її потреби. 2. Домінувальна гіперпротекція: дитина знаходиться в центрі уваги батьків, які віддають їй багато часу і сил, водночас позбавляючи її самостійності, ставлячи перед нею численні обмеження та заборони. 3. Емоційне заперечення: ігнорування потреб дитини, нерідко жорстоке поводження з нею. 4. Підвищений рівень моральної відповідальності: у вихованні поєднуються підвищені моральні вимоги до дитини, яка потерпає від неухвату та нестачі турботи з боку батьків. 5. Жорстока поведінка: батьки не прагнуть задовольнити потреби дитини, але при цьому практикують великою мірою жорстокі покарання за найменші провини. 6. Бездоглядність: дитина надана сама собі, батьки не цікавляться нею і не контролюють її. Недолік опіки та контролю по відношенню до дитини розцінюється нами як гіпопротекція.

**Ключові слова:** адаптивні сімейні взаєностосунки, батьківське ставлення, емоційне нівелювання, гіперопіка, поведінка за типом бінарного зв'язку, потураюча гіперпротекція, домінувальна гіперпротекція, емоційне заперечення, підвищений рівень моральної відповідальності, жорстока поведінка, бездоглядність.

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