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TÍTULO: Relaciones entre padres e hijos en las familias rusas de distintos tipos.

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RESUMEN: El artículo está dedicado al estudio de los datos de una investigación empírica de las peculiaridades de relaciones entre padres e hijos en familias rusas naturales y adoptivas. Los resultados del estudio empírico han demostrado que las relaciones entre padres e hijos en las familias rusas naturales y adoptivas son semejantes por el grado del cuidado de los padres a sus hijos y son diferentes por la calidad de emociones positivas, su orientación y canales de empatía de los padres. Este hecho significa que los padres adoptivos deben pasar una selección según su nivel de salud psíquica y su idoneidad para la educación de menores huérfanos, así como tener una capacitación para aumentar las competencias paternas.

PALABRAS CLAVES: relaciones interpersonales, relaciones entre padres e hijos, familia, familia adoptiva, adolescente.

TITLE: Child-Parent relationships in Russian families of different types.

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ABSTRACT: This paper examines the data of empirical research on child-parent relationship in the Russian adoptive and birth families. Empirical evidence indicates that the child-parent relationships in Russian adoptive and birth families have similarities in the degree of parental care for children, and differences in the quality of positive emotions, their direction and parenting empathy channels. This suggests that foster parents should be selected on the basis of their psychological health and readiness to raise orphaned children, as well as to be trained to improve their parenting skills.

KEY WORDS: interpersonal relationships, child-parent relationships, family, adoptive family, teenager.

INTRODUCTION.

A solid opinion has been established in the modern psychological science that the mental development of a child is largely influenced by communication and interaction with significant adults, and first of all, parents. Parents satisfy the child's need for safety, protection, emotional support, love, recognition, respect (Yashkova, 2015, Goodman et al., 2005).

Through communication with a parent (a significant adult), a child gains first experience of interaction with the world of objects and the social world, including cognitive and affective components. The result of such interaction is the basic trust in the world, the self-image and image

of others, strategies of interpersonal interaction. At that, special importance is attached to parental position, in particular such its components as the style of interaction with a child, peculiarities of emotional attitude to a child, ways of dealing with problematic situations, forms of social control.

Numerous studies show that parent-child relationship, which is understood as a system of child-parent interactions in combination with their attitudes, values and joint activities in the family, is one of the leading factors in the development of the child's personality (Vekilova 2018, Hippenreiter, 2014).

The urgency of research into the problem of child-parent relationship is emerging from the complexity and multi-dimensionality of the family influence on development of a child on the one hand, and the challenging task of building harmonious child-parent relationship, maintaining trust in the modern family, difficulties in organizing leisure activities or productive joint work of parents and children, on the other hand (Zayashnikova & Mamedova, 2016, Morozova et al., 2014, Oslon, 2014).

DEVELOPMENT.

Literature review.

The problem of influence of the family environment on a child's cognitive and personal development arouses the interest of researchers in the field of personality psychology, development psychology, communication psychology, family psychology, sociology, culturology, etc. (Barcaeva et al., 2018, Vasenina et al., 2018, Miller, 1983, Sears et al., 1957, Solovyova, 2018).

On the one hand, the parental attitude is a factor contributing to the child's development; on the other hand, it starts to develop from the moment of birth. According to J. Bowlby (1958), its development is fueled by the image of parents captured in the childhood, self-identification with own parents, and then testing of own parental abilities.

The mechanisms behind development of attachment to the adult were explored in the works of J. Bowlby (1958), M.D. Ainsworth (1963). A significant adult, from the point of view of authors, acts as an object of attachment, ensuring security and protection for the child.

J. Bowlby (1958) sees attachment as both an active behavior of a child and an emotional bond with a significant adult (mother). The most important component of maternal care is attention to the signals sent by a child and a process of communication with a child. The main factors contributing to attachment are the sensitivity of response to the child's signals and the frequency and duration of interaction with the child.

According to M.D. Ainsworth (1963), the child's strong attachment to parents (mother) is a result of the parents' sensitivity to their children's needs. The author has shown that the more sensitive to the children's signals the parents are, the stronger the children's attachment to them is (Ainsworth, 1963). At the present stage, this is included in the psychological literacy of parents, which consists in the understanding and knowledge of parenting, observation skills and the ability to correctly interpret signals from children and other family members to maintain psychological health (Belova et al., 2018, Goodman et al., 2005, Solovyova, 2018, Falileev et al., 2018). It is vital to develop psychological literacy, especially at the stage of preparation for family placement.

Followers of a humanistic approach (Rogers, 1961, Fromm, 1980) believe that a fundamental role in development of a child belongs to the parental attitude. According to E. Fromm (1980), the pivotal role in the development of harmonious personality is played by the parental love - maternal and paternal. Parents influence the development of personal qualities of their children through their own behavior through which their attitude to the child is manifested. In this way, they create a child's sense of security, build basic trust in the world, and build the willingness and ability to interact with it effectively and harmoniously.

K. Rogers (1961) also points to the importance of family relationship in a child's life. Parental love can be manifested at different levels: caring for children's physical (bodily) well-being, caring for their inner (mental, psychological) well-being, providing an opportunity to make their own decisions and to take responsibility for others (including parents). Parents should be able to hear the child, express their feelings and thoughts in a way that is understandable to the child, and deal effectively with disagreements using compromise tactics (Rogers, 1961).

A number of scientists (Eremetova, 2010, Kodzhaspirov, 2013, Vekilova, 2018, Hippenreiter, 2014, Minevich, 2008, Sears et al., 1957) note that parent-child relationships involve reciprocity and responsiveness, with the following content: ambivalence in parent-child relationships; strong emotional significance for the child and parents; positive motives, behaviour, emotions and feelings; two-sidedness, i.e., on the one side, love, which determines trust in the child, joy and pleasure in communicating with him/her, the striving for protection and safety, unconditional acceptance and attention, and, on the other side, exactingness and control; interaction that satisfies parents and the child.

The child-parent relationship is susceptible to most dynamic changes in the families raising teenagers who bring their emotions and results of critical thinking into the established family system. That's when trust and reciprocity are beginning to lose stability. But it should be noted that not every family that has their biological children has positive child-parent relationship, but only the family that works purposefully on the relationship and healthy environment for a child within the family (Buyanova & Yashkova, 2017, Vlasova & Kuyanov, 2015, Petranovskaya, 2013, Pechnikova & Zhuikova, 2008).

At the current stage of development of family relationships in Russia, the new forms of children placement with the families emerged, which are associated with registration of various forms of relationship with the state for custody over a child left without parental care or an orphaned child.

Such families have a common name - a substitute family. In such a family, the family members go through a stage of transformation of the existing relationship in order to make it productive and mutually satisfactory. The couple makes a conscious decision on the adoption and upbringing of a child, for whom they are ready to create the necessary conditions, including a comfortable social environment, the essential element of which is a positive interpersonal relationship within the family, contributing to the harmonious development of the child's personality (Petranovskaya, 2013, Pechnikova & Zhuikova, 2008).

Research methodological framework.

In order to study child-parent relationship in families raising their biological children and in families raising adopted children (orphans or children left without parental care), an ascertaining experiment was organized employing such diagnostic tools as the R. Gill's technique, the unfinished sentences method, the parenting strategies method, the care measures method and the V.V. Boyko's method (2001) for diagnosing the level of empathic abilities.

Under the unfinished sentences method, the Attitude to Family scale was taken for analysis (Karelin, 2001). The projective technique by René Gilles was used to analyze attitudes of children on five scales: attitude to mother, attitude to father, attitude to parents, attitude to grandmother/grandfather and close relatives, attitude to brother/sister (Karelin, 2001). The parenting strategies method has made it possible to identify parenting styles in adoptive families and birth families (Stepanov, 2000). The next method, i.e. care measures method, is intended to measure the degree of parental care for children (Stepanov, 2000). The method for diagnosing the level of empathic abilities provided information on the development of parental empathy in families of various types (Boyko, 2001).

The tasks were as follows:

- Examine the child's attitude to the family where the child lives.
- Examine the child's attitude to the family members.
- Examine the parenting styles in the families raising their biological children and in the families with adopted children.
- Examine the level of empathy among parents raising their biological children and adopted children.

The study covered the following number of respondents: 25 foster parents (aged 30 to 70) and 15 children (aged 10 to 13). They made up the experimental group N1 and 25 parents (aged 30 to 50 years) and 14 biological children (aged 10 to 13 years), who made up the experimental group N2. The children were of adolescent age.

Diagnostic procedure was organized separately for children and their parents. The adolescents were interviewed with the consent of their parents. The latter received diagnostic data about their children and psychological recommendations.

The diagnostic data were processed using primary and secondary mathematical statistics methods (percentage, the Mann-Whitney's U test, the Fisher's ϕ test). A comparative analysis of the empirical results revealed the peculiarities and differences in child-parent relationships in Russian adoptive families and families raising their own children.

Findings and Discussion.

To examine the child's attitude towards the family, one of the scales of the unfinished sentences method was used, namely the Attitude to the Family scale. Results on this scale suggest that the majority (46.7%) of foster children have a positive assessment of their attitudes towards their families, which gives them a sense of comfort and confidence in the family environment for their future lives. In families where children are raised by their parents, the result is higher (92.8%),

which suggests a closer bond between children and parents as compared to the substitute families. By the Mann-Whitney's U test, the result was verified with the significance level of the obtained data at 1%. Negative assessments of attitude to the family were made by only one adolescent from a substitute family, which is explained by difficulties in child's adaptation to the current circumstances.

The projective method of René Gilles was used to study the child's attitudes to different family members. Five scales of this method were used for analysis: attitude to mother, attitude to father, attitude to parents, attitude to grandmother/grandfather and close relatives, attitude to brother/sister. The data suggest that on four scales: attitude to mother, attitude to parents, attitude to close relatives, attitude to brother/sister, most children in substitute families made positive assessments. At the same time, according to the Fisher's statistical ϕ test, the significance of differences (at 5% level) in the empirical data has been revealed on the scale of attitude to father and attitude to close relatives. Thus, children from birth families have more (80%) positive relationships with relatives and grandparents than children in adoptive families (42.9%). This can be considered acceptable, as biological children know their relatives from birth and have mutual emotional contacts with them. On the contrary, the attitude to the father is more expressed on a neutral scale in the case of biological children and on a positive one in the case of adopted children. This fact can be explained by a high readiness of fathers from substitute families to interact with the child, which mutually satisfies their needs and makes the relationship productive in the family environment.

According to the parenting strategies method, the majority of parents (72.7%) raising adopted children are characterized by a democratic parenting style. Substantially smaller number of parents stick to the liberal (13.6%), authoritarian (9.2%) or authoritarian-democratic (4.5%) styles. In the birth families, the distribution between the styles is as follows: the majority of parents (62%) have

an authoritarian-democratic style, one third (33.5%) of respondents have a democratic style, and the minority (4.5%) have a liberal style.

According to statistics data obtained using the Mann-Whitney's U test, these findings were confirmed at 1% level. Thus, we can say that the majority of parents in adoptive families adhere to a democratic parenting style, which is exhibited in respect for adopted children, development of their independence and self-worth. In families where biological children are raised, an authoritarian-democratic style prevails, which enables equality and its acceptance by parents and children, but with strict requirements and norms to be observed by the family members.

The results of the empirical study using care measures method show that a significant portion of foster parents provide a sufficient level of care - 64% similar to that of parents raising their biological children (73%). One-third of foster parents (36%) give excessive care and similar results (27%) were obtained for the parents of the experimental group N2. The Fisher's ϕ test revealed no differences, which indicates that parents show the same level of care for adopted children and biological children, and have an intention to protect teenagers from dangers, follow their requirements, judgments, moods.

The results of diagnostic of the level of empathic abilities have proven to be interesting (by method of V.V. Boyko (2001)). Examination of the level of empathy in the substitute parents revealed that the majority of them (65%) have the medium level or close to medium level of empathy, which means that they have some empathic abilities. Respondents in the second experimental group had medium (63%) and above medium (21%) levels of empathy. This may indicate that these parents have the ability to understand, sympathize and empathize with the emotional state of others.

The rest of the parents have separate channels of empathy through which they feel the world and the people around, and thus have the potential for building trusting relationship with their children.

Thus, 60% of foster parents are characterized by penetrating empathy, which is manifested in the ability to create an atmosphere of openness and trust and add special warmth to the human relationship through communication (intimate conversations). Such parents raising biological children amount to 20%.

The substitute parents, who are characterized by the prevalence of a tendency for preset attitudes, amount to 40%, i.e. they can limit the range of responsiveness and objective perception of the other, but at the same time organize their emotional communication in line with the established social norms and values. The lower percentage (25%) is characteristic for parents raising their biological children.

The predominant emotional channel of empathy was shown by 40% of foster parents which helps them to empathize, predict the outcome of interaction and interact effectively with others only after the emotional adjustment has occurred, requiring emotional engagement in a particular situation important for the child. 30% of parents from the second experimental group emotionally support teenagers on a situational basis.

A rational channel of empathy was found in 30% of parents from foster families, which helps to understand the essence of the condition, problems, and behavior of another person, including a child, through thinking and outlook, experience and value orientations. The other percentage (10%) with regard to this channel was shown by parents from the families without adopted children.

A small portion (8%) of foster parents are characterized by the predominance of an intuitive channel of empathy, allowing them to understand another person (child) when there is a lack of objective information, based on their own experience, regardless of existing stereotypes. The biological parents also have an intuitive empathy channel in 14% cases.

8% of parents raising adopted children have an identification empathy channel, which allows them to understand a child by their ability to put themselves in the child's place and experience the same conditions and emotions about the existing life situation. In the families with biological children 20% of parents from the sample are using it.

Mathematical processing of data using Fisher's ϕ test made it possible to assert that there are differences in the empathy of parents towards children at a higher than average significance level of 1%. This suggests that biological parents have more empathy for children compared to the adoptive parents. The following significant differences have been found in the predominant empathy channels: the penetrative power of empathy is higher in adoptive parents (1% significance level), the adherence to preset attitudes is higher in adoptive parents (5% significance level), adoptive parents are also more rational in empathy (5% significance level) and the empathy is often used as an identification by biological parents (5% significance level) in their relationships with people.

CONCLUSIONS.

Thus, data mathematical processing with the help of the Fisher's ϕ test and the Mann-Whitney's U test led us to the conclusion that distinctive features and differences in the child-parent relationships in adoptive and birth families are as follows:

- By a degree of experienced positive emotions: the child-parent relationships built in the families with adopted teenagers are more positive as compared to the families with biological children.
- By relationship direction: teenagers from substitute families have more positive relationships with their fathers, and biological children have more positive relationships with their relatives; teenagers have no differences in their attitude to their mothers and make positive assessments both in foster families and in birth families.

- By parenting styles: the majority of parents in adoptive families adhere to a democratic parenting style, which is characterized by respect for adopted children, development of their independence and self-worth.
- By a degree of caring for children: the parents in adoptive and birth families do not have any significant differences in terms of caring for their children, a degree of care they provide is sufficient to respect the adolescents' boundaries of freedom and to observe the universal requirements within the family.
- By a level of empathy: the higher empathy towards children has been observed in biological parents compared to foster parents.
- By the predominant empathy channels: the penetrative power of empathy is higher in adoptive parents (1% significance level), the adherence to preset attitudes is higher in adoptive parents (5% significance level), adoptive parents are also more rational in empathy (5% significance level) and the empathy is often used as an identification by biological parents (5% significance level) in their relationships with people.

The obtained empirical evidence may be useful for the Russian childcare and guardianship authorities and for the parents by offering valuable insights for better understanding of adolescents, either biological or adopted, building productive relationship with them and be a reliable helper for them in their personal evolvment and socialization in general.

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