

SOCIO-PSYCHOLOGICAL FEATURES OF FAMILY CRISES

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Abstract:

This article analyzes family psychology and socio-psychological characteristics of crises in the family. The article presents research and summary information on this issue.

Keywords: family, psychology, psychology of family relations, crises, family psychotherapy, adaptation.

Introduction

At the present stage of the development of society, the psychology of family relations more and more occupies the minds of not only sociologists and teachers, but also psychologists. It is known that family relationships have their own types, styles and laws of existence. For social and economic reasons, the family is almost always forced to be in many interactions with other family members, sometimes who are not full relatives. The multifunctional nature of family relations, which depend on their cultural, historical, material, and emotional mode of life, gives rise to socio-psychological problems expressed in family crises.

According to J. Jacobson, the study of crises is based, firstly, on deep individual material, despite the fact that the family carries a collective principle, and secondly, not only the destructive aspects of the crisis, but also its possible resources are revealed [1].

D. Leontiev wrote in his "Monostiches" that "only a coma insures against crises...", because in this word there is "a connotation of urgency, threat and necessity of action", "this is a situation of emotional and mental stress", "a difficult transitional state", etc. [2, 23].

It is known that the family, especially for a child, is the place of birth, the main habitat. In his family, he has close people who understand and accept him as he is. It is in the family that the child receives the basics of knowledge

about the world around them, and with the high cultural and educational potential of their parents, they continue to receive not only the basics, but also the culture itself throughout their lives. Family is a certain moral and psychological climate, for a child it is the first school of relations with people. It is in the family that the child's ideas of good and evil, decency, and respect for material and spiritual values are formed. With loved ones in the family, he experiences feelings of love, friendship, duty, responsibility, and justice.

In this sense, the crisis of family relations is, first of all, the crisis of the family as a social institution, the granting of the official status of the family (a large percentage of families living in civil marriages), the transformation process in the modern family, etc. All this has a huge impact on the emergence of conflicts, which causes a crisis in family relations.

Researcher J. Kaplan considered four stages of the development of the crisis:

- primary, associated with an increase in tension and stimulating habitual ways of solving



problems;

- secondary, associated with the intensification and further increase of voltage, when any methods are ineffective;
- subsequent, i.e. when there is an increase in voltage that requires the mobilization of external and internal sources;
- peak, when there is an increase in anxiety, depression, a feeling of helplessness, hopelessness, disorganization of the personality, etc. [3].

As for the family crisis, it is a state of the family system characterized by a violation of homeopathic processes, leading to frustration with the usual ways of functioning of the family and the inability to cope with the new situation using old models of behavior [4].

The theory and practice of studying family crises shows that there are several approaches to studying crises in the family, the first of them is associated with the study of the patterns of family development, the second analyzes family events, and the third is based on the study of crisis situations in the family.

Family studies have shown that a family crisis has the following characteristics:

- developmental: destructive and constructive;
- by critical points of development: stages from the first to the tenth (V.Satir);
- transitional moments between stages of development: normative and horizontal;
- by time parameters and intensity: short-term and acute, protracted and chronic;
- by the degree of aggravation of crises: situational contradictions, instability and disorder of the entire system.

Crisis in the family arises at the individual, micro, macro, and mega levels. The mega level of manifestation of a family crisis is based on the features of social development: isolation, maladaptation, and conflicts. Ethnic, culturological and social manifestations of the family crisis in macro- and micro-systems are of an ethnic, cultural and social nature. Increased anxiety, displacement of locus of control, ineffectiveness of old methods of communication, symptomatic behavior, hopelessness, emotional instability, the emergence of super-valuable ideas, etc. - all this manifestation of a family crisis at the individual level has a deep psychological subtext, since it is directly related to the mental and social development of a person.

In order to study parent-child relations, we conducted a psychological diagnosis of family crises, due to the fact that they affect the development of parent-child relations in one way or another. Thus, thanks to the method of "family sociogram" (E.G. Eidemiller, O.V. Cheremisin), the position of the subject and the nature of communication of interpersonal relations were revealed. Out of 28 families of 7th grade students, 23 families (82.1%) took part in the testing, which shows the degree of interest of parents in their children, and they are willing and able to take part in the school life of their children. The analysis of the tests showed that in every fifth case there is a conflict in the family, and depending on the location of the "circles" of mother, daughter, father and other named family members, there is an insufficiently differentiated relationship between family members, as well as the presence of symbiotic ties.

Hering's next systematic family test, FAST, demonstrated the existence of different types of relationships within the family, because their main indicators are: cohesion, hierarchy, flexibility of these parameters, as well as family boundaries. According to the requirements of the methodology, the test was carried out individually with the students of the class and their parents,



the data was entered in a certain form. For example, when asked "who is involved in this conflict," students were more open in their confessions than parents.

Frankness Participation Degree of Guilt Percentage

Figure 1. Degree of candor

As you can see from the diagram, conflicts arise not only between children and parents, but also occur with the participation of other family members. The children were more outspoken, but the recognition of their involvement in the conflict is still quite low.

Diagnostics of marital relations among parents of 7th grade students on the scales "features of communication in a married couple", "love and sympathy", "understanding, emotional attraction, authority" showed:

1. The predominance of the average level of communication;
2. the impossibility of distinguishing between love and sympathy, and sympathy was given preference rather than love;
3. An average level of comprehension was observed;
4. Low emotional attraction;
5. The prevalence of male authority.

With such indicators, in the further therapeutic work of the school psychologist, class teacher, I identified some reasons for the situation, for example, the lack of frankness of parents, the unwillingness to "wash dirty linen in public", the school system, i.e. parents, realizing that the survey was conducted in the conditions of an educational institution, did not want to show their real feelings. Such data allowed us to ask the same questions to schoolchildren about their parents, the results were mixed, and to a greater extent they demonstrated them (children's) personal attitude to adults and one's own (in a sense, childish) view of the parents' "problems". It was also important that these are children of adolescence, when there is no dominant in the form of parental love in the psychological and pedagogical sense.

As a result of the research on the occurrence of crises in the family, the questionnaire "parents are evaluated by children" was carried out, out of 120 statements, adolescents answered as follows:

- they do everything for me (100%);
- нет времени заниматься мною (54%);
- I have many more responsibilities than most of my comrades (67%);
- My parents love me more than each other (78%);
- My mother and I understand each other better (61%);
- I spend most of my time outside the house (32%).

If we analyze each statement, then in general, the situation in the families of 7th grade students is good, the parents are strict, but fair, but, for example, the statement "they do everything for me" (100%) indicates an increased "claim" of parents to their children, and, as a result, a violation of psychological comfort in the parent-child relationship.

Thus, in order to study the parent-child relationship, we have studied family crises, which demonstrate the genomic nature of the origin of family relations, including parent-child relations.



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