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## Adolescents' World Image in Families with Various Parent-Child Interaction Styles

Maria A. Dzherelievskaya\*, Anna V. Vizgina, Ludmila L. Yashina<sup>a</sup>

*Lomonosov Moscow State University, Mokhovaya st 11/9, Moscow, 125009, Russia*

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### Abstract

This article presents the results of our research on adolescents' world image in Azerbaijanian families with different parent-child interaction styles. We have determined three key interaction styles characteristic for these families. It has also been shown that the world image of the adolescents studied is related to the specifics of such interaction. We have reconstructed the semantic spaces of categories describing the particular world image for each group of teenagers involved in certain parent-child interaction.

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### 1. Introduction

Currently, the problems of adolescent development, socialization and shaping of notions regarding reality and one's self are explored systematically in the context of studies on family interaction. According to the well-known family psychology researchers Eidemiller et al. [1], family acts as an essential element of the social environment in the development of a child, influencing his or her further mental progress and social adaptation. The works by many researchers (Stolin, V.V., Sokolova, E.T., Varga, A.Ya, Khomentauskas, G.T., Zakharov, A.I.) have shown that the leading factor is intrafamily relations including the specifics of parents' attitude towards their child. In general, there are two main dimensions of a parent-child relationship that underlie various typologies of intrafamily interactions: control vs. autonomy and parental emotional acceptance vs. rejection. In terms of a child's social adaptation and the formation of his or her sense of self-worth paired with a positive attitude, the most favorable relationship combines the emotional acceptance and respectful recognition of

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\* Dzherelievskaya M.A. Tel.: +7-903-662-66-65; fax  
E-mail address: [madjl@mail.ru](mailto:madjl@mail.ru)

autonomy with a set of moderate and consistent demands on the part of parents. A pathogenic relationship is, in the first place, characterized by the prevalence of emotional rejection, permissiveness, overprotection, and an excessively demanding position [2]. According to E. Erikson, the negative effect of this relationship also lies in the fact that by frustrating a child's basic needs it prevents the successful passage of age crises at every stage of the child's development. E. Sokolova [3] points out that emotional rejection and symbiosis are factors that strongly contribute to the frustration of the child's wants by blocking the needs for connection and separation. Moreover, the above influence often becomes evident at later stages, especially in adolescence –when it becomes exigent to separate from others. The specifics of the adolescent crisis, according to A. Prikhozhan [4], are defined by a teenager's ambivalent position due to a lack of psychological and social maturity. On the one hand, an adolescent strives to defend his or her freedom and achieve equal rights, seeking to broaden the scope of what is allowed, while, on the other hand, adults still remain a significant source of help, support and protection. Therefore, being a teenager's parent requires extra sensitivity and prudence in order to determine the correct proportion between permitted autonomy and demands. The wrong choice of an interaction style may become one of the factors increasing the probability of a crisis of independence transforming into the so-called crisis of dependence.

The purpose of this study is to investigate how different family interaction styles influence the characteristics of Azerbaijani teenagers' world image. Our assumption is that interaction styles do not only affect individual personality traits, self-attitude and characteristics of relationships with others, but also participate in the formation of specific features of the world- and self-representations, on the basis of which young people later develop constant patterns of behavior. The world image also integrates a system of values, cultural norms and religious beliefs, certain general principles of being, and emotional experience about oneself and one's relationships together with all of the above aspects that are woven, in one way or other, into a person's real life experience. Although all these components practically exist outside the limits of one's awareness, while still implicit they play an important role by setting a particular structure and boundaries of perception.

We used reconstruction of semantic spaces as a method to create a model of an adolescent's world image. In psychology, semantic spaces are an operational analogy of the world image. They are generated according to the technique the foundation of which was laid down in Ch. Osgood's semantic differential and G. Kelly's repertory grid technique. With the help of factor analysis, it is possible to reconstruct a semantic space in which the key categories-factors define coordinate axes, while the analyzed values are described in terms of their position data in the given space. By recreating the categorial structures based on classification or ranking of concepts taken from one's personal experience we modeled semantic structures related both to the world image of adolescents and the system of a teenager's key relationships: family relations and parent-child relations.

## 2. Method

In order to determine the characteristics of interactions in the families of Azerbaijanian teenagers, we used the questionnaire on teen-parent interaction (Markovskaya, I.M.) [5]. It contains sixty statements and has a five-point scale to estimate the degree of respondents' agreement. Ten factors are used to measure the parent-child interaction: 1) parental permissiveness/exactingness; 2) softness/strictness; 3) autonomy/control regarding the child; 4) the child's emotional distance/emotional closeness towards parents; 5) parent's rejection/acceptance; 6) discord/cooperation; 7) disagreement/agreement; 8) parent's inconsistency/consistency; 9) parent's authoritativeness; 10) satisfaction with the parent-child relationship.

Initially, forty-three families participated in the study. After we did a correlation analysis and, according to its results, excluded the families with divergent views on interactions, as well as those where only one parent responded to the questionnaire, our sample was reduced to twenty families with teenage children aged from eleven to fourteen years (eleven girls and nine boys).

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