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**Hlavinska Elina**

PhD student,

Department of Developmental and

Pedagogical Psychology

Rivne State University of Humanities

<https://orcid.org/0000-0002-7670-4931>DOI <https://doi.org/10.35619/prapr.v1i17.261>**THE REASONS OF CONFLICTS OF SENIOR PUPILS WITH THEIR PARENTS:  
TO THE PROBLEM OF FAMILY ADAPTATION**

**Abstract.** *The psychological determinants for the formation of harmonious family relationships were highlighted: empathically oriented communication, humanistic style of children's upbringing, their high level of self-esteem, smoothing the difference between "Me-ideal" and "Me-real", positive attitude from others and self-respect.*

*Based on the results of our observations, which we carried out in 2021 in the educational process of educational activities of secondary schools № 15 of t. Rivne, we can exactly conclude that for senior school age is quite characterized of emotional fluctuations in mood. Some pupils were also characterized (in some cases) by neurotic and protest, sometimes by aggressive behavior, but these were isolated cases. We have diagnosed that tense situations are arisen between parents and children from time to time. However, again, our observations show that maladaptive family relationships are never caused by a single cause. For example, parents' sexual problems have never been the predominant cause of maladaptive family relationships between parents and children, but aggressive tendencies caused by parents' sexual problems often exacerbate children's nervous and aggressive disputes with their parents. And even if young people find a way out of these disputes in some a way, in any case, the attitude towards parents remains negative, as, incidentally, the attitude of parents towards children (hair, clothes, hobbies, leisure, etc.).*

*We identify as the most important topics of conflict of schoolchildren such as:*

*- young people want to communicate, above all, with their peers, to defend their own interests and have weak parental control;*

*- compared to adolescence, the importance of hairstyles and clothes increases significantly among high school students (the conflict is caused by the mismatch between the standards of high school students and the generation of parents). For high school students, the style of hair and clothing were associated with the relevant youth subculture, which was partly seen as some "message" of the adult world;*

*- disagreements with parents and conflict situations on eroticism and sex occur at the age of 12-16, much earlier than in previous generations;*

*- the time spent by high school students at school has been increased significantly. Conflicts between high school students and their parents about schooling are inaccuracies in homework, low school performances, and, at the same time, senior pupils do not have enough time to help their parents with household chores. However, the most important causes of family conflicts are children's smoking and their use of psychoactive substances. The latter more often there were aggravating relationships between boys and their parents (57% of male pupils and 32% of female ones). There are almost no differences between boys and girls when it comes to smoking (32% of pupils are male and 30% of them are female), and other problems are more common among girls.*

*Senior pupils name the following causes of conflicts with their parents:*

*- great differences in moral and value frames, attitudes and scripts of children and adults, especially in the period of personal growth (parents and children are also diagnosed with differences in personal experience, perception of the world, assessments of their own ethnic and national identity);*

- *lack of clear, consistent boundaries of the transition from awareness of child dependence to the freedom of an adult;*
- *lack of clear, consistent rules for parents to build family relationships, which significantly weaken parental power during the transition of children from childhood to adolescence;*
- *psychological and social differences in characteristics between parents and children. Pupils explain the latter with different ideas of schoolchildren about themselves, their own future, the formation of personally and professionally significant experience of adults. The latter also laments the children's lack of perception of the evaluative and control role of adults in relations to the needs of pupils in achieving sovereignty;*
- *mental overload of both parents and children and, as a result, – a change in scenarios and scenarios plans of family relationships.*

**Key words:** *conflicts, problems of family adaptation, harmonious family relationships, emotional fluctuations, aggressive disputes with parents, personally and professionally significant experience.*

**Problem's statement.** The process of adaptation can be defined by the term “adaptation”. It is the state of the organism as a result of successful implementation of the process of adaptability. Maintaining the differences in the state of the organism before and after the process of adaptation is adaptive effect. If intraindividual mental characteristics, personal traits are formed under the influence of various psychological factors, the complex of mental qualities having been formed in response to their influence can be manifested in either adaptive or maladaptive forms of the behavior of the individual (Mykhalchuk & Ivashkevych, 2019). That's why this topic is very actual nowadays.

**Analysis of recent researches and publications.** In Psychology there are some dominant approaches, explaining the causes of maladaptive behavior of the person. They support the main reasons of adaptation into the paradigm of parent-child relationships. Scientists distinguished Psychoanalytic, Cognitive, Humanistic and Socio-psychological approaches. These approaches show different explanations of maladaptive behavior of the person. It has been determined that, according to the Psychoanalytical approach, the state of frustration was arising from the conflict of the person and social environment. They all are the causes of maladaptive relationships. In the Conative paradigm, maladaptive behavior is seen as the result of the individual's mastery of providing destructive reactions. In such a way, the Cognitive approach explains the maladaptive behavior of emotional disorders related to the erroneous of cognitive interpretation of the person by a particular event. Another, Ratio-Humanistic approach emphasizes that the reason for maladaptive relationships is the mismatch between a “real Me” of the person and his/her life experience, on the one side, and a “real Me” of the person and an “ideal image of Myself” having been formed by a person for himself/herself, on the other side. Within Socio-psychological approach maladaptive behavior is explained by the individual's unwillingness to perform certain social ways of personal growth. It helps person to make decisions about value orientations and one's own way of life (Комплієнко, 2020).

In modern researches (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020) there were named some personal characteristics, such as aggression, anxiety, selfishness, dependence, despotism, stubbornness, secrecy, etc., which could cause maladaptive behavior. As a result, the individual has great difficulties in adapting in relationships with others, which greatly affects the nature of his/her interaction and generates completely maladaptive reactions. Scientists (Mykhalchuk & Kryshevych, 2019) believe that the functions of maladaptation are manifested primarily in the sphere of conflicts, overcoming which it facilitates the emergence of quite constructive changes in interpersonal relationships.

In such a way we'll try to explain the adaptive parent-child relationships in the family. We've to note that we consider such relationships as a process of psychological response to the behavior of people, when the form of the content and the intensity of reactions are also adequate for solving the main problem in the relationships. That's why the adaptive parent-child relationships in

the family significantly facilitate the resolution of conflict situations or the situations of cognitive dissonance.

**The purpose of the research.** In this article we've to analyze family relationships, disadaptive parent-child relationships in the family, to describe psychological determinants for the formation of harmonious family relationships.

**The results of the research and their discussion.** The most important approach, which help us to solve the problem of disadaptive parent-child relationships in the family, to our mind, is *Ratio-Humanistic* one. We'll try to explain our point of view in our article.

For example, the representative of Ratio-Humanistic approach, V. Satyr (1992) distinguishes two dominant types of families: mature and problem families. Mature families are distinguished by the fact that their members establish harmonious relationships with each other. In mature families, each member feels like a full-fledged person: a loved one, highly valued by others, needed to be in the company of people. Such a family facilitates the easy relationships of its members with each other; members of this family, as a rule, have a humorous attitude to life, can laugh and joke, boldly solve problems that are arisen. Children (and even babies) in such families look direct and friendly, and all other members of the family treat them with great respect as full-fledged individuals. People in such families are happy to communicate with each other, openly express their feelings, regardless of age. Mature family members feel so at ease with each other that they are not ashamed to talk about their feelings, even if it is frustration, fear, pain, anger. Any criticism is perceived by family members very positively, as it is a joke or praise. A mature family is able to plan their lives productively and in a coordinated manner, but if certain points in the plans are disrupted, family members can accept and appreciate these changes quite calmly. Mature family members are able to respond to various life situations without panic. Parents feel like leaders who inspire different activities, not authoritarian leaders. They see their task in teaching children to find a way out of any situation. At the same time, parents are ready to inform their children of both negative and positive assessments of the actions of the latter, they are ready to be upset, angry, irritated in the same way as to be happy.

In troubled families, where a disharmonious style of communication prevails, the opposite happens: parents urge children not to offend or upset each other, and they themselves complain about their behavior or beat them for not saying "please" or rudely responded to comments. Such families try to focus all their energy on a hopeless attempt to live in such a way that they have no problems at all. But as a result of the fact that these problems still arise, they usually pose a significant obstacle to the full perception of their lives. Disadvantaged families give birth to disadvantaged children with low self-esteem, which drives them to crime, mental illness, alcoholism, drug addiction, poverty and other social problems. In particular, V. Satyr (1992) emphasizes: «If we make every effort to make the family a place where a person can receive a certain humanistic upbringing, we will ensure a safer and more human world around us. The family can become a place of formation of real people. When each of us understands this discovery, then each of us will become unique and will behave uniquely».

V. Satyr (1992) has repeatedly emphasized that the purpose and the importance of parental upbringing was to teach a child to feel their individuality. But it is impossible to develop an individual successfully without realizing your closeness to other people. The similarity between people is usually manifested in several fundamental qualities that are not always obvious. It should be understood that everyone from the birth to the death always experiences certain feelings: pain, regret, joy, humiliation, shame, fear, helplessness, love. And the realization of this undoubtedly connects us with other people in every moment of our lives. Thus, psychotherapeutic programs developed by V. Satyr (1992) are simple and clear in the explication of the psychological essence of the most complex psychological problems, one of which is the problem that is arisen in this research.

In the psychological literature there are a lot of scientists who've told about the complexities of family relationships. In such a way scientists have already identified the relationships of parents with their children as the most problematic and complicated ones. For example, V. Satyr noted that

if the child wanted to have a lot of energy, the problem, which had been released from the physiological point of view was changed by puberty. This idea is also characterized by the scientist by the actual need for independence, filled with expectations of future success in a whole life of the person, and that's why teens and senior pupils at schools always go through great problems, probations and checkouts when they wanted to find their own way in a new complicated world.

Senior school age is also characterized by scientists as quite noviciated and taxed. The most important psychological background of senior school age is the state of being consciousness. We mean it as a special form of self-awareness, which declares the desire of senior pupils to be independent, to feel themselves free and immune. A lot of children of this age do not agree with their parents according to a lot of problems. They also try to get a special level not only to have a great deal in adult control but often to be inobstructed.

When we tell about the influence of social surrounding, means of culture, different traditions, of course we mean about their involving into the process of upbringing these children in the families. The most important are the needs for senior pupils in each family. In this age period these needs may also have different meanings and different forms of their expression. In this a case some researchers associate conflicts of children with their parents (and instead of) with such facts that during children's activity there is a wish of the first ones to match to a younger generation by moral and valuable ideas. But more often pupils are characterized by the state of unconsciousness. Psychologists (Mykhalchuk & Ivashkevych, 2019) name it the state of depersonalization. The last idea is closely related to the segregation of senior pupils according to their relationships with adults, the most significant persons in their life. Of course, parents play a special role of a notional attitude which is increasingly stated not by the means of background. But the moral values and valuations of children become for them dominant and leading.

Very often senior schoolchildren feel the fall of authority of their parents, because the last ones do not have necessary moral qualities, and they show indifference to some abstract events. Humanity of parents often transfer not to their children, but to animals, social groups and the most relevant surrounding.

At secondary school as a rule subject-subject conflicts take a place between children and parents and between the children themselves. Scientists (Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020) differ subject-subject conflicts as some situations of incomprehensible misunderstanding and the situations of confrontations of ideas, view, interests, attitudes of people, oppositions of situations. All these factors cause children feel deep disagreement, a great emotional suppression or dissatisfaction with themselves (the actualization of the mechanism of reflection) and with other people. These great conflicts with relatives and other people often are accompanied by negative emotions, senses and feelings (we mean other people).

In the researches of D. O. Bigunov (2018) the author shows that in conflict situations always there are some great contradictions which appear between different people. When the author tells about parents and children he emphasized the most important aspects in the activity between parents and children. Such subject-subject interaction demonstrates the relationships between parents and children and between children only. This situation provides some certain actions between family members because of different conflicts. In his researches D. O. Bigunov told about different scales of conflicts. We mean by a conflict a set of conditions and life circumstances in which there is a great disagreement between one person and another subject, between their opposing opinions. These opinions can be characterized because of a life paradigm, according to different goals and the ways of achieving them. Also we think that family conflicts are a special way of disadaptive behavior, in which adaptive reactions are unnecessary, uneffective by a way of leveling such types of conflicts.

So, in our researches we'll speak about maladaptive family relationships between parents and pupils of senior school age. These relationships we'll characterize by different conflict situations, conflict actions, by blockage of their constructive solution because of the states of high level of family estrangement.

We'll analyze the conflicts in the space of relationships between parents and their children. We'll note that they seldom are incredible and abrupt. The relationships between parents and their children have to be natural, because these people are native to each other. That's why parents have to take care of their children, have to prove their relationships with a great love and attention because of each other. But both parents and children often don't pay attention to each other, and because of this they have great problems in the process of communication and interaction.

We've to note that misunderstanding in the space of parents-children relationships, their attitude to each other, superposition of their priorities, lifestyles, paradigms of thinking and the spheres of their activities often provide to conflicts. The last ones often cause serious mental disorders of children, such as depression, hysteria and nervous collapse.

The results of empirical researches of scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko & Salden, 2021) describe us different situations of conflicts between children and their parents. These situations in a great number of cases have psychological nature because of a low level of general, psychological and pedagogical culture of parents, their constant mistakes in family upbringing. They are also because of misunderstanding of age and psychological peculiarities of children, their interaction with other adults and relatives.

Conflict situations between parents and senior pupils are often caused in the conditions when children have bad results at studying at school. It is often because children do not understand that high education is greatly defined by their future profession, the social background in the society. Scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko & Salden, 2021), based on the data of foreign researchers, conclude that conflicts between pupils and parents are usually take their place when these people have a deal with music, wearing cloth, entertainments, hobbies. Such misunderstanding is often between parents and children when pupils are in the age of 14-17 years old. Researchers also underline that estrangement is largely depend on the economic dependence of children from their parents.

With the aim to find out the causes of conflicts between senior pupils and their parents scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko & Salden, 2021) organized a pilot research. They used the questionnaire "Reasons of conflicts between senior schoolchildren and their parents" (Комплієнко, 2016). The questionnaire was proposed for 355 senior pupils from the city of Kyiv, towns Rivne and Mykolayiv. As 82% of youth think, conflicts with parents are not the greatest problem of this age. Based on the data of the research of a representative group of 16-year-old pupils, Komplienko (2020) proved that about a third of them (nearly 27% of schoolgirls and 29% of boys) found destroyed disputes, constant differences in opinions of schoolchildren with their parents, rejection of criticism as the main reasons for prolonged conflicts. Only some pupils completely agreed with the views of parents, who are called as "creakers" (such point of view said 8% of schoolgirls and 13% of boys). For 33% of schoolgirls and 27% of schoolboys, criticism and controversy are not the main mechanisms of their standard of life. But these pupils said that their parents disagree with their type of wearing clothing, hairstyle and weekends. Also in this research senior pupils who use psychoactive substances participated. They have significantly a great deal of conflict situations than their healthy classmates. Disagreement with their parents will be the most important negative factor that prevents personal development of senior pupils (35% of boys and 28% of girls). At the same time, 26% of schoolgirls and 31% of boys said that problems in school system of education fetched them to drug use, to make delinquent actions, to stress states and low self-esteem.

Conflict situations between senior pupils and their parents usually take a place as a result of different specific reasons. I. O. Komplienko (2020) said, that approximately 34% of boys and 32% of girls considered that their parents' style of upbringing had to be too restrictive; 30% of boys and 33% of girls believed that the style was outmoded, and only 36% of boys and 35% of girls proposed some other reasons for their parents' negative relationships with them.

Some scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko & Salden, 2021) also underlined that a great destroyed the personality of pupils was the problem of use of psychoactive substances. This problem is very actual all over the

world, and of course in our country. One of the negative aspects of this phenomenon is due to psychological and somatic conditions of the person, so called comorbid conditions, which in the future can adduct some psychosomatic disorders. Nowadays contemporary medical reform in Ukraine is based on the world experience of the leading countries all around the world. This reform has reoriented general medical care of somatic patients to the system of family doctors. This process also requires the creation of professional scientific and practical researches for qualified assistance in the complex of pupils, who use psychoactive substances.

Providing empirical research, scientists proved, that using relevant experimental methods (clinical, anamnestic, socio-demographic, psycho-diagnostic, clinical-psychopathological and statistical ones) 220 patients who had had some somatic complaints to the family doctor had been examined. All these patients have taken different kinds of psychoactive substances. These patients applied to family doctors during 2017-2019. The per cent of men was 54%, women – 46%. Scientists divided patients into 2 groups by age: 18-35 and 36-60 years old.

The characteristic features of such patients were diagnosed. Prevailed age of people of all groups was more, that 50 years old – 62%, the younger group (patients in the age 27–38 years old there were 38%). In this research it would be emphasized that students had to apply to profile clinics if they had some problems with the health. A large group of respondents was brought up in disfunctional families (42% of all respondents): alcohol abusing, divorced families or civil marriage; there were systematic conflicts in the families, great material problems, emotional fluctuations of the mother, concomitant somatic illnesses (28% of all respondents). The researchers have done a conclusion about probable interconnection of the addictive behavior of respondents with the use of psychoactive substances. At the same time, the majority of those respondents began to use psychoactive substances (more often alcohol or tobacco) in small or young age (66% of all group), much less (34%) – in the age of 30-40 years old. The motivation for the use of psychoactive substances by respondents, especially by young people, is the influence of friends, significant groups of people, fashion, notional social surrounding, the negative microenvironment, a desire for getting pleasure in any case, a desire to have unusual feelings. Scientists said that at the elder age it was a subjective deprivation or leveling of difficult personal circumstances, mood swings, a positive departure from micro- and macro-problems, improving general mental and physical states. All these problems caused great conflicts between parents and their children (that's why we have to analyze the situation from two sides. From the first side it is the situation when the parents have used psychoactive substances by themselves. From the other side pupils use psychoactive substances) (Tabachnikov, Pinchuk, Kharchenko, Osukhovskaya, Tabachnikov, Mazbits, Chepurna, Salden, Tovalovych & Mykhalchuk, 2018). All these facts are also important for our empirical research.

**Conclusions and perspectives of further researches.** Based on the results of our observations, which we carried out in 2021 in the educational process of educational activities of secondary schools № 15 of t. Rivne, we can exactly conclude that for senior school age is quite characterized of emotional fluctuations in mood. Some pupils were also characterized (in some cases) by neurotic and protest, sometimes by aggressive behavior, but these were isolated cases. We have diagnosed that tense situations are arisen between parents and children from time to time. However, again, our observations show that maladaptive family relationships are never caused by a single cause. For example, parents' sexual problems have never been the predominant cause of maladaptive family relationships between parents and children, but aggressive tendencies caused by parents' sexual problems often exacerbate children's nervous and aggressive disputes with their parents. And even if young people find a way out of these disputes in some a way, in any case, the attitude towards parents remains negative, as, incidentally, the attitude of parents towards children (hair, clothes, hobbies, leisure, etc.).

We identify as the most important topics of conflict of schoolchildren such as:

- young people want to communicate, above all, with their peers, to defend their own interests and have weak parental control;

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- disagreements with parents and conflict situations on eroticism and sex occur at the age of 12-16, much earlier than in previous generations;
- the time spent by high school students at school has been increased significantly. Conflicts between high school students and their parents about schooling are inaccuracies in homework, low school performances, and, at the same time, senior pupils do not have enough time to help their parents with household chores. However, the most important causes of family conflicts are children’s smoking and their use of psychoactive substances. The latter more often there were aggravating relationships between boys and their parents (57% of male pupils and 32% of female ones). There are almost no differences between boys and girls when it comes to smoking (32% of pupils are male and 30% of them are female), and other problems are more common among girls.

Senior pupils name the following causes of conflicts with their parents:

- great differences in moral and value frames, attitudes and scripts of children and adults, especially in the period of personal growth (parents and children are also diagnosed with differences in personal experience, perception of the world, assessments of their own ethnic and national identity);
- lack of clear, consistent boundaries of the transition from awareness of child dependence to the freedom of an adult;
- lack of clear, consistent rules for parents to build family relationships, which significantly weaken parental power during the transition of children from childhood to adolescence;
- psychological and social differences in characteristics between parents and children. Pupils explain the latter with different ideas of schoolchildren about themselves, their own future, the formation of personally and professionally significant experience of adults. The latter also laments the children’s lack of perception of the evaluative and control role of adults in relations to the needs of pupils in achieving sovereignty;
- mental overload of both parents and children and, as a result, – a change in scenarios and scenarios plans of family relationships.

We have diagnosed that the most families have conflicts between parents and children because difficult conflict situations have been arisen as a result of misunderstanding. Senior pupils need independence, children’s lack of awareness of their responsibilities, and states of cognitive dissonance obstruct them. The importance of sovereignty is often exaggerated by young people for reasons related to the peculiarities of the period of personal growth and maturation (young people are faced with many new opportunities that pupils are trying to experience under any circumstances). In such situations, the sense of responsibility of parents is greatly enhanced, because the mechanisms of psychological protection of their children, as well as mechanisms for leveling their own unsatisfied requests and desires.

Also, our observations show that due to significant discrepancies between the achievements of biological maturity by senior pupils and a certain stable social status, children often face contradictions that in relations occur to certain of their abilities, to form psychological characteristics and character traits. At the same time, pupils claim that their desire to grow up is entirely the aim to achieve independence and sovereignty as traits of the person.

All the above-described main theoretical areas of the research of the problem of formation of child-parent relationships, the views of individual authors were of undoubted interest to us. They were the basis of our empirical methods, which will be used in further empirical researches, the basis of our program for the development of adaptive relationships between parents and children in the family.



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Главінська Еліна

Здобувач ступеня PhD

кафедри вікової та педагогічної психології

Рівненського державного гуманітарного університету

<https://orcid.org/0000-0002-7670-4931>

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## ПРИЧИНИ КОНФЛІКТІВ СТАРШОКЛАСНИКІВ З БАТЬКАМИ: ДО ПРОБЛЕМИ АДАПТАЦІЇ В СІМ'Ї

**Анотація.** Ми вважаємо, що психологічними передумовами становлення гармонійних сімейних взаєностосунків є: емпатійно зорієнтована комунікація, гуманістичний стиль виховання дітей, їх висока самооцінка, згладжування різниці між «Я-ідеальним» і «Я-реальним», позитивне ставлення з боку інших і самоповага.

Спираючись на результати наших спостережень, які ми здійснювали протягом 2021 р. в навчальному процесі здійснення освітньої діяльності закладу середньої освіти №15 м. Рівного, можемо зробити висновок, що для старшого шкільного віку є доволі характерним виникнення емоційних коливань в настрої. Деякі учні характеризувалися також (в окремих випадках) невротичною та протестною, інколи – агресивною поведінкою, але це були окремі, поодинокі випадки. Ми діагностували, що між батьками і дітьми час від часу виникають напружені ситуації. Проте, знову ж таки, наші спостереження засвідчують, що дезадаптивні сімейні взаєностосунки ніколи не викликаються лише певною однією причиною. Наприклад, сексуальні проблеми батьків ніколи не були домінуючою причиною дезадаптивних сімейних взаєностосунків батьків та дітей, проте агресивні тенденції, які викликаються сексуальними проблемами батьків, найчастіше актуалізують нервові та агресивні суперечки дітей з батьками. І якщо навіть молоді люди певним чином знаходять вихід із цих суперечок, то в будь-якому разі ставлення до батьків залишається негативним, як, до речі, і ставлення батьків до дітей (до зачіски, одягу, хобі, вільного часу і т.п.).

Наші спостереження надали нам змогу виокремити найбільш важливі теми конфліктів між учнями старшого шкільного віку та їхніми батьками. Це такі теми, як:

- учні виявляють неабияке бажання спілкуватися, перш за все, зі своїми однолітками, вони завжди відстоюють власні інтереси і хочуть мати несуттєвий контроль з боку батьків;

- порівняно з підлітковим віком для старшокласників неабияке значення має зачіска, одяг (конфлікти, як правило, виникають в результаті неспівпадіння базових еталонів

старшокласників та їхніх батьків). Ці неспівпадіння, в свою чергу, зумовлені конфліктом поколінь. Для старшокласників стиль зачіски і одягу, пов'язані з певною молодіжною субкультурою, нерідко оцінюються як їх виклик світу дорослих;

- непогодження та непорозуміння дітей з батьками та конфліктні ситуації щодо еротичних та сексуальних питань мають місце у віці 11-14 років, тобто значно раніше, ніж у батьків, які відносять себе до попередніх поколінь;

- останніми роками час, який проводять старшокласники у школі, суттєво зріс. Як правило, найчастіше у старшокласників із батьками виникають конфлікти, пов'язані з питаннями шкільного навчання, невиконанням домашніх завдань, низьким рівнем успішності в школі. Також батьки висловлюють претензії, що у старшокласників не вистачає часу на допомогу батькам у домашніх справах. Проте, емпіричні дані, отримані нами, дозволяють стверджувати, що найбільш суттєвими і значущими як для батьків, так і для дітей причинами сімейних конфліктів є куріння дітей (67%), вживання ними психоактивних речовин (38% випадків). Ці причини найбільш часто загострюють взаєностосунки хлопчиків із батьками (72% учнів чоловічої статі та 42% – жіночої). Щодо куріння статистично значущих відмінностей між хлопцями та дівчатками не діагностовано (48% учнів чоловічої статі та 43% – жіночої), тоді як сексуальні проблеми більшою мірою стосуються дівчаток (у 65% випадків, тоді як у хлопців – лише у 28%).

Старшокласники називають такі причини конфліктів з батьками:

- різниця у морально-ціннісних фреймах, ставленнях та скриптах дітей та дорослих, перш за все – в період особистісного зростання (у батьків та у дітей також діагностовано різницю в особистісно значущому досвіді, сприйнятті оточуючого світу, оцінках власної етнічної та національно-культурної ідентичності);

- відсутність чітких, послідовних меж переходу від усвідомлення дитячої залежності до свободи дорослої людини;

- відсутність у батьків чітких, послідовних правил побудови сімейних взаєностосунків, які суттєво послаблюють батьківську владу в період переходу дітей від дитинства до юності;

- психологічні та соціальні відмінності в характеристиках між батьками і дітьми. Учні пояснюють останні різними уявленнями старшокласників стосовно себе, власне свого майбутнього, сформованістю особистісно та професійно значущого досвіду у дорослих. Останнє також фактично літує несприйняття дітьми оцінювальної та контролю вальної ролі дорослих стосовно потреб старшокласників в досягненні суверенності;

- психічне перевантаження як батьків, так і дітей і, як результат, – зміна в сценаріях та сценарних планах сімейних взаєностосунків.

**Ключові слова:** конфлікти, проблеми сімейної адаптації, гармонійні сімейні стосунки, емоційні коливання, агресивні суперечки з батьками, особистісно та професійно значущий досвід.

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