

approach allow us to complementarily use the developments of analytical psychology and fate analysis in the study of the phylogenesis of the Shadow archetype and its influence on the ontogeny of the personality.

Results. Exploring the structure of the shadow archetype of the polarity of Cain and Abel, we culturally and psychologically objectify the dynamics of the affects of the fundamental predator-prey archetypal scenario. It is this scenario and the unconscious forces associated with it that have the most significant impact on the fate of the individual in the early stages of ontogenesis, contributing to the dissociative processes and the polarization of the Ego to the prematurely adapted and infantile-vulnerable. The methodological platform developed by the Association - the method of deep transformations - contains a number of developmental, correctional and therapeutic programs that make it possible to correct the disharmony of personal development caused by psychotrauma of early childhood.

Conclusions. This is done through transformations at the level of the Shadow archetype and a change in the scenarios of the interaction of the poles of Cain and Abel.

Key words: *life scenario, antipositivism, hermeneutics, phenomenology, the archetype of Shadows, deep transformations, the Cain radical, the Abel radical, dissociation, holisticity.*

Сагайдак Олександр Миколайович – кандидат психологічних наук, керівник Асоціації глибинної психології «Теурунг», м. Харків.

Sahaidak Oleksandr – candidate of psychological sciences, head of the Association of deep psychology «Theurung», Kharkov.

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Toba M.V. (ORCID 0000-0001-5978-2930),

Avershina M.O. (ORCID 0000-0002-2032-4729),

Ponomaryova Yu.G. (ORCID 0000-0003-0685-8123),

Sotnikova K.K. (ORCID 0000-0001-9553-4897),

Chervyak O.V. (ORCID 0000-0002-3818-9510),

Shpakovska L.M. (ORCID 0000-0001-8553-2564)

PSYCHOLOGICAL PECULIARITIES OF CHILD'S EXPERIENCE IN PSYCHO-TRAUMA SITUATIONS IN ADVERSE FAMILIES AND THEIR CORRECTION

In the article on the basis of theoretical and methodological analysis of modern approaches (cultural-historical, activity, dialogical, evolutionary-systemic) to the

study of the research problem it is established that the attitude of parents to the child is considered as an integrative-psychological construct, which indicates the interconnection and interdependence parent and child and combines subjective-evaluative, consciously-selective ideas about the child, defining features of parental perception, ways of communication with the child, nature of reception in influencing her. Parental attitude is revealed through actions, reactions, experiences that arise under the influence of a system of different conditions (sociocultural models of parental behavior, own life history, personal characteristics of parents, level of parental competence).

The structure of parental attitudes toward the child includes interrelated components: cognitive assessment (assessment of the child and self-esteem, the impact of the partner's assessment of the child's parent, and perceptions of the ideal parent and ideal child); value-motivational (needs and motives that give birth to the child; value of the child and the value of being a parent) and emotional-behavioral (feelings about the child, feelings about their own parental role, degree of satisfaction with it; forms of communication with the child), overall strategy of interaction .

Key words: *child, parent-child interaction, psycho-traumatic situations, disadvantaged family.*

Introduction. Dynamics of modern events (economic crisis, reevaluation of social and individual values, negative changes in families, in particular reduction of their integrativeness, conflicting relationships of spouses, violation of emotional ties between parents and child, destructive forms of paternity), reflected on the state of family , parents' attitude to their child leads to problems in their interaction. The negative social and psychological consequences of this process distort the development of the child at all ages. However, the most sensitive to the situation of changes in the family, the disharmony in the parental attitude is the preschool age, when the child acquires the first experience of social and emotional interaction, the violation of which especially adversely affects the formation of his personality (Kravchenko, 2015).

Analysis of research and publications. In most works, there is a general tendency to regard parental attitudes towards the child as a relatively stable phenomenon over a long period of time, without taking into account the objective and subjective changes that occur in their interaction. In addition, studies on these issues are fragmentary in nature and mostly performed within the framework of the work of psychological-pedagogical and socio-pedagogical profile. Therefore, there is an urgent need to find social and psychological means of optimizing parental attitudes to the child as a factor in the success of their interaction at preschool age, and to develop a system of social and psychological support for parents, particularly in pre-school

settings, which can largely prevent and correct negative that accompany this process (Kravchenko, 2015).

Outline of the main research material. At the first stage of the empirical study, an analysis of the observation map data was performed; a structured interview questionnaire, which revealed the socio-psychological characteristics of child-parent interaction and assess the socio-psychological climate in families.

On the basis of the observation card, the peculiarities of the parents' attitude to the child and their interaction were determined, in particular such manifestations as conflict, aggressiveness, inflammation, negativity, demonstrativeness. The analysis of the structured interview made it possible to systematise and specify the family situation and non-constructive forms of child-parent interaction. The results of the survey identified the peculiarities of emotional interaction between parents and child in blocks: sensitivity; emotional acceptance and its behavioral manifestations. Observational data, structured interviews, questionnaires, provided an opportunity to compare the subjective vision of the investigated and those variables, which were determined by the scale of methods "Parent-child interaction" by I. Markovskaya and "Family environment scale", adapted by S. Kupriyanov. The results of the analysis of variance made it possible to divide the families into groups according to the form of parent-child interaction in them, and by means of mathematical processing of these data with the use of the Student's parametric coefficient t-criterion, significant differences were identified in the selected groups on all scales, which allows to consider them appropriate. different samples.

It was found that in the constructive form of interaction (group I), parents (58.9%) seek optimal emotional contact with the child, have partnerships with it, develop the activity of the child, encourage her to communicate, show kindness, democracy, happy relationships with the child . The child's experiences of such interaction reflect well-being, positive interest and trust in close adults, enjoyment of joint activities, a sense of family integrity and cohesion; the child is oriented to support the parents in difficult situations. High and High Levels of Family Social Climate Indicators (8-9 points).

It is determined that in 15.8% of families (group II) there is a remote form of interaction - excessive emotional distance with the child, evasion of contact with her, autonomy, lack of cooperation, unrestrainedness, irritability, exaggerated rigor, harshness. At the same time, the child lacks emotional support and parental rejection, a sense of insignificance. He meets his affiliate needs through play, fantasy. In situations of frustration he experiences depression, helplessness, does not feel the resource of help in his parents.

It is shown that the conflict form of interaction - group III (16.7%) is characterized by inconsistency, establishing dependency relations, overcoming

resistance, suppression of will, inconsistency of parental educational positions and elimination of extramarital influences, excessive interference in the child's world, desire to accelerate its development. The child experiences a lack of positive emotional contact with, trust in, parents, tension and conflict in the relationship.

It was found that in the destructive forms of interaction (distant and conflict), which were found by 41.1% of families, the social climate indicator in them ranged from low to medium level (within 3-4 points). At the same time, the lowest values are in the families of group III ($\varphi = 1.54$; $p \leq 0.05$).

The second stage of the empirical study involved identifying differences in the content of the basic types and structural components of parental attitudes in certain groups, as well as the peculiarities of the child's perception of the family situation and attitudes towards its members.

The study of the peculiarities of the parental attitude to the child was carried out using praximetric methods, in particular, the modified —Brent work” technique in the form of unfinished sentences; parental attitude questionnaires, parental position and attitudes.

The content analysis of parental works made it possible to reveal the peculiarities of the image of the child through the eyes of the parents, the specifics of its adoption, to get a description of the parental vision of problems and difficulties in the development of the child, as well as the significant aspects of the parental position in various forms of parent-child interaction. It was determined that the most positive statements to the child regarding the image of the relationship with her were recorded in group I ($\varphi = 2.43$; $p \leq 0.01$). In general, the sample revealed a small number of brightly colored negative statements. At the same time, in the group III on the —open scale” (the general spectrum of manifestations of parental attitude), the number of such statements is much higher than in other groups ($\varphi = 2.18$; $p \leq 0.01$). An analysis of the centrality of parental statements (per child, child-parent relations) revealed that, compared to other families, parents of group II per child were the least oriented ($\varphi = 1.54$; $p \leq 0.06$).

Using the U-criterion of Mann-Whitney consent when comparing isolated groups that implement different forms of interaction, showed that they were statistically significantly different ($p < 0,0$) in terms of the child's image and parental position.

It is determined that in a harmonious form of interaction (group I) the emotional and personal characteristics of children (kindness, openness) are most significant for parents. The image of the child is emotionally positive and the image of the relationship with her is love and friendship. Parents' expectations and fears are generalized or related to a child's health. The parents see the negative manifestations

of her behavior in the peculiarities of the development of the volitional and communicative spheres. Encouragement is dominated by praise ($\phi = 1.88$; $p \leq 0.03$).

It is shown that obedience and independence are significant for parents of group II. Attitude towards the child is emotionally neutral or ambivalent with low affective parental involvement. Parents are focused on depriving the child of topical care, and their control is not expressed. The predominant encouragement is a summary of the child's actions, that is, the delayed option ($\phi = 2.57$; $p \leq 0.01$).

It has been determined that the achievement of the child in the intellectual, communicative and activity spheres is valuable for the parents of group III. We mean the present, and in the future and in the past the image of the child is more positive. Parents are worried about capriciousness, irritability of the child. As disciplinary measures, the most commonly used verbal means are reprimand and condemnation ($\phi = 2.54$; $p \leq 0.01$).

It was found that by sampling the tendency towards symbiotic relationships with the child prevails - 40.9% of families ($U = 465.5$; $p \leq 0.05$); high scores on the "authoritarian hypersocialization" scale are characteristic of 23.9% of parents ($U = 240.5$; $p \leq 0.0001$); 17.8% of families ($U = 342.5$; $p \leq 0.0001$) as a socially desirable type of parental relationship are underdeveloped the type of parental acceptance-rejection attitude used by 12.9% of parents ($U = 451$; $p \leq 0.05$); 5.2% of parents ($U = 543$; $p \leq 0.05$) have a tendency to infantilize the child (the type of "little failure").

When comparing data in certain groups, relationships were found between types of parental attitudes (G. Varga, V. Stolin questionnaire), indicators that characterize child-parent interaction, and indicators that reveal parents' relationship to family role (PARI method). A reliable relationship was established between parental attitude by type of "authoritarian hypersocialization", indicators characterizing family roles (restriction of women's interests by family, authority of parents), and conflict form of child-parent interaction in group III ($\chi^2 = 14.21$; $p \leq 0.05$). It is determined that the desire to infantilize the child (distrust of her, dissatisfaction with failure, disobedience together with the desire to keep out of difficulties and strictly control) correlates with such an indicator as evasion from contact with the child ($r = 0,55$; $p \leq 0,05$), and is inherent in Group II parents. It is shown that "cooperation" as a type of parental attitude (interest in the affairs and actions of the child, sympathy for her, high appreciation of intellectual and creative abilities, sense of pride for her, trust) is probably related to indicators of self-sacrifice in the role of mother, caring for family and the constructive form of parent-child interaction identified in group I ($\chi^2 = 12.92$; $p \leq 0.05$). A statistically significant relationship was found between the type of parental "rejection" attitude, maternal dominance, and the distant form of interaction identified in group II ($\chi^2 = 10.12$; $p \leq 0.01$).

In order to study the effect of parental attitudes on the child's perception of the family situation, his place in the family and his image, projective techniques —Family kinetic drawing” and —House-Tree-Man” and the post-drawing conversation were used.

It was found that the majority of children from families of II and III groups had a high level of anxiety in combination with the unfavorable family situation as a whole ($\varphi = 2.33$; $p \leq 0.01$). Children from families of group III who had a difficult family situation at the same time as the conflict and hostility of its members are not adapted in the collective, it is difficult for them to fulfill the requirements that are necessary at this age ($\varphi = 1.59$; $p \leq 0.05$). Children need respect for themselves, their "I", they need self-expression, protection from negative environmental influences.

These data correlate with the results obtained by the method "House-Tree-Man". Among the children of parents of group II, 38.5% did not draw themselves or family members (more often mothers), which indicates a violation of interaction in the system "mother-child"; 45.8% of drawings have a great distance between family members; in 24.6% of cases, darkening of the elements of drawing or erasure, which indicates the emotional alienation and the need of the child for warmer emotional relations with parents ($\varphi = 1.65$; $p \leq 0.05$). In 19.7% of drawings of children from families of group III, the small height of the child and its location at the bottom of the leaf are predominant; revealed a contradiction, a cluster of elements (39.9% of cases), indicating a certain limitation of personal space and conflict of children ($\varphi = 2,34$; $p \leq 0,01$).

It is established that distant type of parental attitude to the child, unfavorable family situation influence anxiety, feelings of inferiority, depression of children ($\varphi = 1,65$; $p \leq 0,05$). Conflict type of parental relationship in the family, hostility between its members contribute to the conflict and hostility of the preschooler ($\varphi = 2.12$; $p \leq 0.01$).

The presence of these problems points to the need for social and psychological assistance to families in optimizing their parents' attitude towards the preschooler as a factor in the success of their interaction through a systematic approach.

Conclusions. On the basis of the theoretical and methodological analysis of modern approaches (cultural-historical, activity, dialogical, evolutionary-systemic) to the study of the research problem it is established that the attitude of parents towards the child is considered as an integrative-psychological construct, which indicates the interconnection and interdependence of the father child and combines subjective-evaluative, consciously-selective perceptions of the child, defining features of parental perception, ways of communication with the child, the nature of methods of influence on her. Parental attitude is revealed through actions, reactions, experiences that arise under the influence of a system of different conditions (sociocultural models of

parental behavior, own life history, personal characteristics of parents, level of parental competence).

The structure of parental attitudes toward the child includes interrelated components: cognitive assessment (assessment of the child and self-esteem, the impact of the partner's assessment of the child's parent, and perceptions of the ideal parent and ideal child); value-motivational (needs and motives that give birth to the child; value of the child and the value of being a parent) and emotional-behavioral (feelings about the child, feelings about their own parental role, degree of satisfaction with it; forms of communication with the child), overall strategy of interaction.

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Тоба М.В., Авершина М.О., Пономарьова Ю.Г., Сотнікова К.К., Червяк О.В., Шпаковська Л.М.

ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ ПЕРЕЖИВАННЯ ДИТИНОЮ ПСИХОТРАВМІВНИХ СИТУАЦІЙ У НЕБЛАГОПОЛУЧНІЙ СІМ'Ї ТА ЇХ КОРЕКЦІЯ

У статті на основі проведеного теоретико-методологічного аналізу сучасних підходів (культурно-історичного, діяльнісного, діалогічного, еволюційно-системного) до вивчення проблеми дослідження встановлено, що ставлення батьків до дитини розглядається як інтегративно-психологічний конструкт, який вказує на взаємозв'язок і взаємозалежність батьків й дитини та поєднує у собі суб'єктно-оціночні, усвідомлено-вибіркові уявлення про дитину, що визначають особливості батьківського сприйняття, способи спілкування з дитиною, характер прийомів впливу на неї. Батьківське ставлення розкривається через дії, реакції, переживання, що виникають під впливом системи різних умов (соціокультурних моделей батьківської поведінки, власної життєвої історії, особистісних особливостей батьків, рівня батьківської компетентності).

Структура ставлення батьків до дитини включає взаємопов'язані складові: когнітивно-оцінну (оцінка дитини й оцінка себе як батька, вплив оцінки партнера як батька дитини і уявлення про ідеальних батьків та ідеальну дитину); ціннісно-мотиваційну (потреби й мотиви, які спонукають до народження дитини; цінність дитини та цінність стану бути батьками) та емоційно-поведінкову (почуття до дитини, переживання щодо власної батьківської ролі, ступінь задоволеності нею; форми спілкування з дитиною, загальна стратегія взаємодії).

Ключові слова: *дитина, дитячо-батьківська взаємодія, психотравмівні ситуації, неблагополучна сім'я.*

Тоба Маріанна Василівна – доктор психологічних наук, професор, професор кафедри практичної психології та соціальної роботи, Східноукраїнський національний університет імені Володимира Даля;

Авершина Мілана Олексіївна – магістрант кафедри практичної психології та соціальної роботи, Східноукраїнський національний університет імені Володимира Даля;

Пономарьова Юлія Геннадіївна – магістрант кафедри практичної психології та соціальної роботи, Східноукраїнський національний університет імені Володимира Даля;

Сотнікова Катерина Костянтинівна – магістрант кафедри практичної психології та соціальної роботи, Східноукраїнський національний університет імені Володимира Даля;

Червяк Ольга Валеріївна – магістрант кафедри практичної психології та соціальної роботи, Східноукраїнський національний університет імені Володимира Даля;

Шпаковська Лідія Миколаївна – магістрант кафедри практичної психології та соціальної роботи, Східноукраїнський національний університет імені Володимира Даля;

Toba Marianna - Doctor of Psychological Sciences, Professor, Professor of the Department of Practical Psychology and Social Work, Volodymyr Dahl East Ukrainian National University;

Avershyna Milana - Master's Degree in the Department of Practical Psychology and Social Work, Volodymyr Dahl East Ukrainian National University;

Ponomareva Yulia - Master's Degree in the Department of Practical Psychology and Social Work, Volodymyr Dahl East Ukrainian National University;

Sotnikova Kateryna - Master's Degree in the Department of Practical Psychology and Social Work, Volodymyr Dahl East Ukrainian National University;

Chervyak Olga - Master's Degree in the Department of Practical Psychology and Social Work, Volodymyr Dahl East Ukrainian National University;

Shpakovska Lidiya - Master's Degree in the Department of Practical Psychology and Social Work, Volodymyr Dahl East Ukrainian National University.

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Чиркова Т.І.

СУЧАСНІ МЕТОДИ, ЩО СТАНОВЛЯТЬ ОСНОВУ ВІТЧИЗНЯНОГО КРОС-КУЛЬТУРНОГО КОНСУЛЬТУВАННЯ

ORCID: 0000-0003-3742-3608

У статті проведено аналіз методології вітчизняного крос-культурного консультування в умовах сучасності. Дано перелік основних із них. Проведено ретельний огляд основних етапів консультування. Детально охарактеризовано діагностичний етап. Визначено специфіку контрольного етапу. Надані основні властивості тренінгу (навчання) як етапу. Запропоновано алгоритм-хід психологічної консультації. Виведені основні властивості кожного періоду та запропонована систематизація. Розписано, в чому саме полягає процесне консультування, його базові принципи. Підрезюмовано основні правила та позиції сімейного консультування, в першу чергу, з позиції безпеки, організації, екології проведення консультації безпосередньо, особливу увагу надано до