

Features Of Relationships In Families And Their Impact On The Development Of Adolescents

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Annotation: This article examines the influence of family relations on the development of a teenager, which is associated with the process of individualization and self-realization of a person. The development of the adolescent's autonomy and individualization can be disrupted in a family crisis. In particular, adolescents who have experienced parental divorce may develop too early, an excessive desire for autonomy, independence from parents, and independence, which, in turn, may lead to further conflicts in the family.

Key words: family, individualization, self-determination, self-fulfillment, personal meaning, adolescent, self-identity, isolation, withdrawal, impulsive behavior, rejection from the family, social norm, potential suicidal tendencies.

1. INTRODUCTION

The family determines the personal meaning - and the person most often does not realize it, but intuitively moves in the right direction or, avoiding, purposefully ignores this direction. In this case, personal growth does not progress, and the normal development of the individual involves the awareness of the person himself of responsibility for the meaningfulness of his existence; a meaningful position in relation to his own life should be formed exclusively independently.

According to Jung: "the normal development of personality is associated with the process of individualization, i.e. self-restoration and self-fulfillment of a person, when a person lives by himself, freely and independently organizing his life and bearing responsibility for it, mastering the influence of the sphere of the unconscious" [4]

Many modern authors consider individualization and autonomy as the main components of personality development in adolescence. At the same time, individualization refers to the process in which a teenager gradually moves away from his parents, becoming an independent person. Individualization involves the process of self-awareness and self-identification among others. In the transition from childhood to adulthood, a teenager needs a certain amount of autonomy and self-identity in order to be able to assume the rights and responsibilities of an adult.

The process of individualization can take place in a healthy or painful form. A comparative study of the healthy and unhealthy process of individualization showed that adolescents with normal individualization gain self-consciousness of an adult personality, while remaining functional family members. They are also characterized by awareness of life values and the desire for independence. Adolescents with unhealthy, non-functional individualization are

characterized by isolation, withdrawal, impulsive behavior, rejection of family and social norms, and potential suicidal tendencies.

Studies show that the desire for behavioral autonomy increases dramatically in adolescence, and in certain situations, adolescents persistently seek the right to make their own decisions (for example, when choosing a style of clothing or social circle), but at the same time willingly obey the guidance of parents in serious matters (for example, concerning education). F.Rice writes, adolescents need parents who give them freedom not immediately and in full, but gradually-as they learn to use it.[7] Teenagers want to have the right to make their own choices, show their independence, argue with their elders and be responsible for their words and actions, but they do not need complete freedom. Complete freedom, granted too quickly, may be perceived by the child as a rejection of the family; he may have a sense of anxiety, because he does not know how to use this freedom.

The development of autonomy and individualization of a teenager can be disrupted in a family crisis. In particular, adolescents who have experienced the divorce of their parents may develop too early, excessive desire for autonomy, independence from parents, independence, which, in turn, can lead to further conflicts in the family. Thus, when a child reaches adolescence, strong family cohesion can hinder the development of the process of individualization, i.e., self-restoration and self-fulfillment of a person in a teenager. Studies show that the lowest family cohesion occurs during the period when children reach a transitional age. This is due to the desire of adolescents for independence, the development of their own lifestyle, which is associated with the process of individualization.

As divorce becomes more common, the question of its impact on adolescents becomes particularly important. According to many psychiatrists and psychologists, the divorce of parents is the main negative event in the life of a teenager, the cause of uncertainty and traumatic experiences. The first emotional reaction of a teenager to a parent's divorce may include shock, fear, anxiety, uncertainty about the future, anger and irritation, a sense of guilt for what happened, the need to adapt to the absence of one of the parents, chagrin and sadness, jealousy and resentment.[1] However, the consequences of divorce affect the child for quite a long time, even in the first years of his adult life.

Factors that affect the consequences of parental divorce for a teenager are the climate in the family, the behavior of parents, the presence or absence of care for children before and after the breakup of the family, the experiences of parents, the circumstances and reasons for divorce, the form in which the divorce took place, how the breakup of the family affected the father and mother and their new relationship, the degree of involvement of the child in the conflict between parents, the decision on custody.

Children who have experienced divorce or divorce and remarriage of their parents are at greater risk of experiencing psychological problems than children from strong families.[8] The study showed that adolescents who have not experienced parental divorce rate the family climate (the warmth of relationships and the level of conflict, as well as the style of parental care) more positively than adolescents who have experienced the care of one of the parents. Teenagers living with foster dads were significantly less likely to talk about being condescending to them than those living with stepmothers. Conflict family climate is more often observed in families with a foster mother, and cold relationships - in families with a foster father. In single-parent families (where one of the parents is absent), more often than in ordinary families, there are authoritarian or too liberal relationships.[2]

The nature of a parent's divorce can affect a teenager in different ways: the most traumatic situation is when the parents involve the child in a conflict, trying to force him to take sides. Buchanan, Maccoby & Dornbush [3] have shown that adolescents who live alternately with their father and mother, who lack mutual understanding, often have a sense of involvement in the conflict; when parents act in concert, the probability that their children will be involved in

the conflict is small – even if the teenager is in a close relationship with both parents. If the divorce is peaceful, it can have a positive impact on parents and teenage children, reducing the level of conflict in the family.

F. Rice [4] cites data showing that there is a relationship between conflicts in the family and the propensity of adolescents to commit offenses, as well as a decrease in their school performance, a low level of professional aspirations. Divorce of parents forces the teenager to look at himself and his parents in a new way. His own " I " suffers greatly in such a situation- especially when a teenager begins to blame himself for what happened in the family, or faces difficulties related to the attitude of others to such situations. In order to restore the self-esteem that was damaged as a result of family breakdown, as well as to cope with the stress caused by domestic conflicts, children of divorced or separated parents are more likely than children from strong families to commit actions that are associated with risks to their health (smoking, alcohol and drug use, etc.).

Thus, the analysis of the literature devoted to the problems of personality development of adolescents and the peculiarities of relationships in families experiencing a crisis showed the following. The development of autonomy and individualization – one of the main aspects of a teenager's personal development- can be disrupted in a family crisis. In particular, adolescents who have experienced the divorce of their parents may develop too early, excessive desire for autonomy, independence from parents, independence, which, in turn, can lead to further conflicts in the family. Some authors note that adolescents with unhealthy, non-functional individualization are characterized by isolation, withdrawal, impulsive behavior, rejection of family and social norms, and potential suicidal tendencies. It is also established that the less conflicts occur in the family, the more adolescents move towards psychological maturity, i.e. the development of autonomy and individualization.

If the examined family is incomplete or mixed (i.e., it has only one parent or one of the parents is adopted) and there are conflicts in family relations, then adolescent children from this family will have violations in the development of autonomy and individualization. Thus, the task of this study is to study the features of the development of autonomy and individualization of adolescents in single-parent and mixed families experiencing a crisis of relationships. The study was conducted on the material of incomplete and mixed families, i.e. families in which there is only one parent or one of the parents is adopted. A total of 5 families were studied.

Subjects:

residents of the city of Samarkand; parents-middle-aged persons (from 30 to 50 years), with different levels of education; age of children -12 years.

The main method of collecting data on the characteristics of family relations, the personality of parents and their children was the method of clinical conversation. During the conversation, the experimenter kept a detailed protocol. As an auxiliary method, children were tested. Teenagers were offered a children's version of the R. Kettel test.

When dividing research methods into basic and auxiliary ones, we proceeded from the point of view of K. Leonhard [10], who believes that the analysis of human personality characteristics should be based primarily on observation and conversation data, and tests should be used only as additional objective confirmations of the facts that are found in observation and conversation, since tests allow ambiguous interpretation.

Below we present the results of interviews and testing on 5 cases studied.

The description of each case is made according to the following plan:

1. Family composition and history.
2. Features of relationships in the family according to the conversation and observation.

3. Children's test results.

4. Features of the development of autonomy and individuation of a teenager in this family.

In the above descriptions, the real names of the children have been changed.

The divorce of the parents occurred due to the fact that the mother and father "did not get along with the characters". According to the mother, the essence of this "dissimilarity" is that she has a stronger and more independent character than her ex-husband. The mother speaks of herself as a hard, harsh person. In communication, she gives the impression of a person "strict, but fair", independent and original in views and judgments, self-confident. The mother herself was brought up rigidly from childhood (on the principle of "if you don't want to, we will force you, if you can't, we will teach you»); her upbringing was mainly handled by her father, with whom she was always on closer terms than with her mother. Since childhood, she regularly went with her father on hikes in the mountains, where she was quite rigidly accustomed to responsibility and independence. For example, one was sent through the forest for water, where she had to navigate herself, find her way. From the age of 3, Maksud went hiking with his mother and grandfather; he was also sent alone to the forest, etc., taught to be independent, responsible for the group. For example, I had to walk for 10-20 kilometers, despite my fatigue, and come to the place on time. The participant of the campaign was brought up to understand that he is responsible for the group – just as the group is responsible for him. For any misdeeds, according to the mother, there was a severe punishment (moral, not physical).

In addition, Maqsood was entrusted with the responsibility for the family, for the younger sister, from childhood: Maqsood spent a lot of time with his sister, sitting with her when her parents were not at home; when Dilnoza was little, he knew from her crying what she needed. After the divorce, the mother tried to instill in her son that he should be independent in everything, that he should "take the place of the father in the family." The mother spends a lot of time at work, so the son often stays at home alone for the whole day: he has breakfast on his own and is going to school, he comes home from school, has lunch, does homework; Maqsood can cook something for himself and his mother, and receive friends of his mother who have come to visit (if she is not at home).

Her mother calls her parenting style "Spartan", she acts on the principle of "not washing, so rolling". ("There are things I'll make you do anyway"). Often this behavior of the mother causes the son's resistance, as a result of which the mother can raise her voice at him, "yell, push". At the same time, the mother's principle is "freedom under control"; about her control over her son, she says: "I do not peek through the keyhole"; "There are things that need to be controlled, and there are things that can not be controlled." So, if the son goes for a walk with a reliable companion, the mother, according to her, "does not care where he goes and what he will do", i.e. she will not follow the son, ask him, demand to return home at exactly the appointed time.

Maqsood studies mainly on the "five". He is sociable; with adults (friends of the mother), he communicates almost "on equal terms". My mother also notes that Maksud has a developed sense of humor. In conversation, Maksud gives the impression of a sociable, independent, intellectually developed child. Features of the development of autonomy and individualization in the son. These interviews and partly – testing – indicate a fairly high level of development of autonomy and individualization of the teenager: Maqsood is independent, independent, and bears great responsibility. However, on the other hand, the results of the Kettel test suggest that in this case, the responsibility assigned to the teenager as a result of the parents' divorce, as well as the upbringing of independence in him, do not correspond to his age: on the Q4 scale, Maksud received 9 points, which is an indicator of strong nervous tension and frustration. Therefore, comparing the results of the conversation, observation and testing, we can conclude that in this case, the strong development of

autonomy in a teenager is too early, which leads to psychological problems in the life of this child.

Case 2.

1. Family composition and history. The family consists of parents (mother 33 years old and stepfather 36 years old) and two children: a daughter 6 years old and a son 12 years old (the mother's child from her first marriage). The stepfather works in the police; the mother is a kindergarten teacher who visits her daughter (this allows her to spend enough time with the children). According to the parents, the father and mother are engaged in raising children together. The mother left her first husband with her son when he was 2 years old, and remarried a year later. From the age of 3, the boy went to kindergarten. When the son (Vasya) was 6 years old, his sister (Tamara) was born.

2. Features of relationships in the family according to the conversation and observation. The divorce of his parents, which occurred during early childhood, Vasya suffered very hard; he was attached to his father, waited for him, asked where his father was, why he was not there. (The boy doesn't say anything about it now. Mom suggests that maybe Vasya blames himself for his father's departure.) Vasya was delighted with the appearance of his stepfather, immediately began to call him "dad" (at his own request). The mother recalls the words of her son: "My dad threw me in the trash. But I'm a good boy; I got out." Vasily since the childhood – a nervous, quick-tempered; can easily burst into tears on a minor occasion. In kindergarten, he often started fights. Mom also notes that Vasya is very kind, can easily share with others what is dear to him (but, at the same time, he is not compassionate, for example, in relation to his sister). Vasya is sloppy (according to his mother, he inherited this feature from his own father), he "does not like to make an effort." The father demands responsibility from the son; in response to this, Vasya (at the age of 9 – 11 years) sometimes said: "I don't want to, I want to like at 7 years old." Recently, the boy, on the contrary, strives for independence in everything, becomes stubborn, tends to do everything in his own way, often in spite of his stepfather. For the stepfather, the main thing is discipline, order, which he also requires from children. There are often conflicts between stepfather and son ("They are like boxers in the ring," according to the mother). The father is a patient person and can demand, force children to do something many times.

Recently, the mother has to watch her son more, as he has become very active. My mother says that Vasya's behavior needs to be controlled to prevent serious trouble (he climbs construction sites, often gets injured; he can leave the house on the other side of the city for the whole day without warning his parents).

Vasya is quick-witted, a good student; studying is easy for him (because his class is not very strong, as my mother notes). He goes to school with pleasure, does not miss it. He is interested in learning, but lacks attention and perseverance. Teachers speak well of the boy, but he regularly receives comments, as he can not sit still, talks during the lesson, distracts others, which is why he is put on the last desk, etc.

The mother considers herself a soft person; the husband even calls her weak-willed, unprincipled. The stepfather is a disciplined, orderly, patient person. According to the son, his mother is strict but condescending, and his stepfather is strict and demanding. According to her mother, she does not have a specific parenting style that she strictly follows, strict principles that she adheres to. She does not have the patience (unlike her father) to constantly achieve something from the children, to demand. She notes that she behaves more harshly towards her son than towards her daughter. My mother explained that in a relationship with Vasya, you need to be strict ("If a man behaves gently with him, he does not understand this and unbelts, is rude").

2. Son's test results. Below are the results of the children's version of the R. Kettel test performed by Vasily.

Case 3.

1. Family composition and history. The family consists of a mother (34 years old), a stepfather (38 years old) and two children - a daughter (Manzura, 12 years old) and a son (0.5 years old). My mother is an economist by profession; my stepfather is a lawyer. Manzura's parents divorced when she was 1 year old. After the divorce, the daughter stayed with her mother. About 5 years later, the mother remarried. Manzura attended kindergarten from the age of 2 (since her mother worked), and school from the age of 7.

2. Features of relationships in the family according to the conversation and observation. As a problem, the mother noted that there are often conflicts between her and her daughter on small occasions, that the daughter has recently become irritable, stubborn. Also, parents notice that Manzura has become more demanding about new things that parents can't always buy her. Manzura resents her parents when they do something in the house without her participation, do not ask her opinion, make a decision without her participation. The mother is an "explosive", emotional, impulsive person. ("If I have decided, it must be my way," said the mother.) Conflicts with her daughter arise on domestic issues, when performing household chores, etc. The mother, according to her, can at the same time yell at her daughter ("yell"); Manzura also responds in a sharp tone. "We can tell each other something... Then, when we calm down, maybe the next day, we discuss and sort out the conflict." When the stepfather came into the family, Manzura received him well. With his own father, Manzura has unpleasant memories, because he suffered from alcoholism, and his daughter often saw him drunk, heard him swear, etc. The first time after the divorce, the father visited his daughter and ex-wife. According to her mother, for Manzura, the expression "You are like a father" has a negative meaning. Manzura still remembers her father, and, comparing her stepfather with her father, the girl treated her mother's new husband well. Stepfather - very principled, according to the mother. ("If he has decided something, then so be it, even though we will cry around him... Manzura reacted positively to the birth of her brother, she likes to spend time with him, but sometimes her mother is jealous of him, is offended when her mother and stepfather devote a lot of time to a small child. However, Manzura helps her mother take care of her brother, as well as perform other household chores. The mother notes that after the birth of her brother, Manzura became psychologically distant from her mother, spending more time outside the house and telling her mother less about her life. Speaking about her parenting style, the mother stressed that there is "no strict control" on her part. "I can give advice, explain, say my opinion. If Manzura wants to, he'll understand. I can't forbid anything," she said. The mother complains that she doesn't like some of Manzura's friends. She explains to her daughter why she does not like these girls, but Manzura continues to communicate with them. The mother and stepfather notice that recently the daughter does not listen to their advice, "as if she deliberately does everything the other way around." However, the main thing in education for the mother is "so that Manzura would gain independence, learn to live in the society of her peers." "Now - another generation, I do not know them, so I do not want to impose her own. Let her learn to live independently now, because then I will not be around. Then I can be at least a little calm for her," said the mother.

3. Daughter's test results. Below are the results of the children's version of the R. Kettel test performed by Manzura. As the profile shows, the girl received the highest number of points on the E and Q3 scales, which indicates a pronounced desire for self - affirmation and leadership, and at the same time - a developed self-control. The lowest peaks of the profile - the A and I scales - indicate resentment, manifestations of negativism and stubbornness; independence of behavior.

Case 4.

1. Family composition and history. The family consists of a mother (31 years old), a son (Andrey, 12 years old) and a maternal grandmother (59 years old). My mother is a primary school teacher by profession. She separated from her husband, Andrey's father, when her son was 2 years old. Andrey did not attend kindergarten, as he suffered from severe eczema until the age of 5; from the age of 7 he studied at school. Since childhood, Andrey was raised by his mother, grandparents (who died when his grandson was 4 years old).

2. Features of relationships in the family according to the conversation and observation. The main problem that the mother stressed is that Andrey does not listen to his grandmother, yells at her; he often does not listen to his mother and is rude to her. The mother does not like that the son often does not listen to her from the first time, likes to disagree with her, argues, "tries to have the last word was his". According to Andrey's teachers, at school he is calm, diligent, attentive; at home he is hyperactive, as his mother notes. Andrey is studying for almost one "five", but he is not interested in school. Since childhood, he reads a lot, including books for young people and for adults. The boy is sociable and has many friends. My mother noticed that he liked to be friends with girls, despite the fact that he was teased about it. The mother is concerned that at home the son often shows stubbornness, refusing to fulfill her demands (concerning his household duties).

After the divorce of his parents, Andrei was very worried about his father's departure, despite the fact that his mother and father often clashed before the divorce, his father drank a lot, behaved rudely. In early childhood, Andrey had severe eczema. Because of eczema, he was very nervous: he could easily cry, slam the door, etc. (eczema was all over his body, he constantly combed his skin, and for the first 5 years, his mother and grandmother slept together with Andrey, holding his hands). Now, according to the mother, some of the consequences of this are still preserved in the behavior of the son. Also, monitoring of the mother and in the words of Andrew, in recent years, he again feels the lack of the father ("elder men in the family"); Andrew said that's why he likes to hang out with the older guys, trying to spend more time in the company of friends. The main thing in raising a son for a mother is "so that he grows up a normal person" (i.e., so that he does not communicate with children who are prone to criminal acts, drug use, etc.). The mother explains to Andrey that it is not necessary to communicate much with such boys, however, recently she is concerned that the son is more and more absent from home and refuses to tell his mother where he was.

These features of the boy's family cause him, on the one hand, some nervous tension (which is confirmed by the test results), and on the other – an increased desire for independent life, independence from the family, withdrawal into himself (this follows both from the conversation with the mother and the teenager, and from the test data). Thus, in this case, the teenager has violations in the development of autonomy and individualization.

Case 5.

1. Family composition and history. The family consists of a mother (50 years old) and a son (Anwar, 12 years old). The parents divorced six months ago; the father now regularly visits his son. My mother is a historian by profession; my father is a university teacher. Anwar did not attend kindergarten; he has been going to school since the age of 6.

2. Features of relationships in the family according to the conversation and observation. According to her mother, she and her ex-husband are "people who are different in everything": they have different views on life, on raising children, different interests, tastes, different character traits. The father is a rational, precise, pedantic person, who does not like "meaningless" conversations. The mother is more emotional, sociable. An important task in raising a son for a mother is to give him a good education. The mother believes that parents should largely help the child in learning, engage with him (because now it is difficult to enter

a good university, tutors are needed, etc.). She believes that without her help, the son will not study well enough and in the future will not be able to enter a good institute. "I believe that the child should be helped to prepare for the future," the mother said in an interview. The father holds the opposite opinion, believing that the child should achieve everything in life independently (as the father did in his time). "I am not a fan of extremes," the father also said, "the child must face the difficulty himself - what he cannot do. And here I am ready to help him."

Anwar's mother and father married only because of the birth of a child (which was unplanned); this is the only thing that united them during the eleven years of their life together, according to the mother (raising a son). From the very beginning of life together, there were conflicts between mother and father; the spouses were dissatisfied with each other. The son from childhood grew up capricious, stubborn, disobedient. It was difficult for the mother to get obedience from the child, because the husband usually contradicted her in everything, for example, allowed the son what the mother forbade, and vice versa. In addition, according to the mother, the features of Anwar's character - strong irritability, anger, intemperance - may be associated with congenital pathology (increased intracranial pressure and certain features of brain activity that are close to epileptic signs, according to doctors).

(The mother believes that the reason for the son's irritability can be severe migraines, which he suffers from.) If the parents tried to insist on their own and refused to fulfill the wishes of the son, he often became capricious, protested; according to the mother, it often came to tears and tantrums. For example, sitting down to dinner, Anwar could demand from his mother: "Give me a spoon", "Pour water", etc. If the mother explained to the son that he should do it himself, he could refuse to eat and leave the kitchen. Now that Anwar has grown older, he has become less capricious, but now a strong protest on his part is caused by the attempts of his parents to interfere in his life.

The boy has a bad relationship with his father (according to his mother, Anwar's attitude towards his father is close to hatred). With his mother, he is in a closer relationship, but he is also rude to her, which the mother resents.

Studying at school is easy for Anwar; according to the mother, the son can easily get a good grade, even if he forgets to prepare for the lesson, can "figure it out on the go", quickly solve a problem on the phone for a classmate. He could learn much better if he tried, says his mother. His mother stressed that Anwar usually tries to do all the lessons, no matter how much time there is; even if he remembers at night that he forgot to do something, he always finishes it.

Anwar is sociable, but he has no close friends. The mother worries that the son is "psychologically isolated" from his parents, does not listen to their advice, does not like to talk about his school life, protests if the mother is interested in his affairs or tries to help him in something. Anwar himself said that because of his parents' quarrels, he did not like to come home from school and usually tried to stay somewhere with friends; at home, he prefers to spend his free time at the computer.

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help the child in learning, engage with him (because now it is difficult to enter a good university, tutors are needed, etc.). She believes that without her help, the son will not study well enough and in the future will not be able to enter a good institute. "I believe that the child should be helped to prepare for the future," the mother said in an interview. The father holds the opposite opinion, believing that the child should achieve everything in life independently (as the father did in his time). "I am not a fan of extremes," the father also said, "the child must face the difficulty himself - what he cannot do. And here I am ready to help him." Anwar's mother and father married only because of the birth of a child (which was unplanned); this is the only thing that united them during the eleven years of their life together, according to the mother (raising a son). From the very beginning of life together, there were conflicts between mother and father; the spouses were dissatisfied with each other. The son from childhood grew up capricious, stubborn, disobedient. It was difficult for the mother to get obedience from the child, because the husband usually contradicted her in everything, for example, allowed the son what the mother forbade, and vice versa. In addition, according to the mother, the features of Anwar's character - strong irritability, anger, intemperance - may be associated with congenital pathology (increased intracranial pressure and certain features of brain activity that are close to epileptic signs, according to doctors). Both parents participated in the upbringing of the son, but each of them used their own methods: the father was more strict with the son, sought independence from him; the mother always tried to help the son, but her attempts usually caused the son to protest. According to her mother, she has no parenting style. "I'm trying to do something, but it's not working," she said. The son as a child behaved "like a gentleman": he was often rude to his parents, ordered them, demanded the satisfaction of his desires. "If he wanted something, he always... got it at all costs," the mother said. The boy often had some desires (sudden, thoughtless), the fulfillment of which he demanded from his parents (to buy something, etc.). He was often angry, irritated, "did what he wanted." (The mother believes that the reason for the son's irritability can be severe migraines, which he suffers from.) If the parents tried to insist on their own and refused to fulfill the wishes of the son, he often became capricious, protested; according to the mother, it often came to tears and tantrums. For example, sitting down to dinner, Anwar could demand from his mother: "Give me a spoon", "Pour water", etc. If the mother explained to the son that he should do it himself, he could refuse to eat and leave the kitchen. Now that Anwar has grown older, he has become less capricious, but now a strong protest on his part is caused by the attempts of his parents to interfere in his life. The boy has a bad relationship with his father (according to his mother, Anwar's attitude towards his father is close to hatred). With his mother, he is in a closer relationship, but he is also rude to her, which the mother resents. Studying at school is easy for Anwar; according to the mother, the son can easily get a good grade, even if he forgets to prepare for the lesson, can "figure it out on the go", quickly solve a problem on the phone for a classmate. He could learn much better if he tried, says his mother. His mother stressed that Anwar usually tries to do all the lessons, no matter how much time there is; even if he remembers at night that he forgot to do something, he always finishes it.

As the data of interviews show, in the studied families there were conflict relations between parents, or between parents and their children; in all five families, teenage children experienced a divorce of their parents, and in two families - not only divorce, but also remarriage of the mother. Despite the fact that each of the above five cases has its own individual characteristics, they can be identified some common features - in how the development of autonomy and individualization in adolescent children occurs. The results of the interview and testing indicate that adolescents from the five families studied have a pronounced desire for independence, independence and isolation from their parents, and a tendency to rely on themselves in everything. In the behavior of adolescents, there is some

negativism, stubbornness, self-will; there are also signs of strong nervous tension caused by increased responsibility assigned to the teenager, or a conflict situation in the family. All this allows us to conclude that adolescents from these families have violations in the development of autonomy and individualization associated with the formation of premature and excessive desire for independence, independence, autonomy.

Thus, the results of this study indicate in favor of the proposed hypothesis: in the surveyed single-parent and mixed families experiencing a crisis of relationships, adolescent children have violations in the development of autonomy and individualization.

Thus, the analysis of the literature devoted to the problems of adolescent personality development, as well as the peculiarities of relationships in families experiencing a crisis, and the impact of these relationships on adolescent children is carried out. The most important aspects of personal development in adolescence – the development of autonomy and individualization-are considered. The influence of family relations on the occurrence of certain problems in adolescents is also analyzed. The results of studies on the development of personality of adolescents who have experienced divorce or divorce and remarriage of parents, as well as studies in which data on violations of the development of autonomy and individualization in adolescents are obtained, are considered.

We also conducted an experimental study of the features of the development of autonomy and individualization in adolescents from single-parent and mixed families (i.e., families where there is only one parent or one of the parents is adopted) experiencing a crisis of relationships. The results of the study support the hypothesis that in single-parent and mixed families experiencing a crisis of relationships, adolescent children have violations in the development of autonomy and individualization. The study showed that adolescents from five surveyed families have a pronounced desire for independence, independence and isolation from their parents, a tendency to rely on themselves in everything. In the behavior of adolescents, there is some negativism, stubbornness, self-will; there are also signs of strong nervous tension caused by increased responsibility assigned to the teenager, or a conflict situation in the family. All this allowed us to conclude that adolescents from these families have violations in the development of autonomy and individualization associated with the formation of premature and excessive desire for independence, independence, autonomy.

The next stage of the work should be a survey of families with a high level of well-being in terms of a prolonged relationship crisis, destructive marital conflicts and parental separations. It is necessary to investigate to what extent in these well-off families it is possible to speak about the absence of violations in the development of autonomy and individuation in adolescent children. It is interesting to obtain data on the specific forms of development of autonomy and individualization that can be observed in families with a high level of well-being in marital relations. It is interesting to describe the conditions that accompany the emergence and development of these forms. This will provide an invaluable service to the advisory practice – it will be clear in which direction to orient the family in order to create more optimal conditions for the development of autonomy and individualization in adolescent children. The results obtained in this study (see page 50) support the proposed hypothesis. But in order to really draw a conclusion in favor of the hypothesis put forward in this study, it is necessary to collect similar materials in families with a high level of well-being (control group). This is the task of research for the future.

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