

SOCIO-PSYCHOLOGICAL ASPECTS OF SBLING RELATIONSHIPS

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Each child's ability to find his place in society, to have a certain position, directly depends on interpersonal relations in the family. The system of family relationships also includes relationships with brothers and sisters, i.e. siblings. These relationships are long-term and significant for a person, and they are complex and two-way in nature. On the one hand, siblings are close relatives who form a separate system in the family. They are united by parents, similar living conditions and upbringing, common family values and traditions, daily communication, and a large number of emotional and practical connections. On the other hand, a sibling relationship is a unique relationship that a child has with other children. Its peculiarity is that the child cannot control whether or not he has a sibling, the gender of the sibling, or the attitude of his parents towards him. [4-236] This can cause ambivalent experiences in him because of his smallness. That is, the child may want to be with his sibling, but at the same time, he may dream of being the only one for his parents.

Psychoanalyst Z.Freud, while thinking about the impact of sibling relationships on the formation of personality, focused on the competition between them for parental love, how the same-sex and the opposite-sex child felt the value in the family.

According to Z. Freud and A. Adler, the status of a sibling affects the child's personality, his future marital and parental status, the nature of his relationships with his friends, and in general, his place in the future life. According to research, there are four types of sibling status: eldest child, middle child, youngest child, and only child.

Psychologist L.S. Vygotsky, talking about the crisis of three-year-olds, mentions that the expression of certain negative qualities in a child's behavior at this age depends on the composition of the family and the number of children. In his opinion, one can find a desire for dominance in families with only one child. This makes the child who is being brought up in this family to have a domineering attitude towards others. [2-6]

The English scientist Judy Dunn, in her work, studies the relationship between siblings in the family and points out that it is based on five directions. They are: competition, dependence, security, closeness (mutual secrets, sincere jokes),



common dreams and desires. Sibling relationships of children of preschool age are unique, in which the relationship of dependence is more clearly manifested. For example, many children of preschool age are strongly attached to their brother or sister, they miss them if they do not see them for a certain period of time, they are greeted with great excitement when they come, and they learn the world by playing together with them. Despite their differences in age, height, gender and training, Dunn believes that this joint activity is very beneficial for each of the siblings. Sometimes they have disagreements, quarrels, and sometimes they treat each other side by side, in a certain sense, they prepare them for future interpersonal relationships with others, the presence of each other causes some changes in their behavior. And these changes can remain for the rest of their lives. Dunn admits that the bond between siblings can surpass even the bond between parents and their children. He believed that mothers have a more emotional connection with the first child, and the change in attitude after the birth of the second child also causes changes in the child's behavior. [3-539]

To date, psychologists have studied the impact of sibling status on various areas of the developing personality: characteristics of the concept of "I", success in the social sphere, level of intellectual development, communicative competence or deviance of behavior, and others.

GT Homentauskas studied sibling rivalry. He encouraged parents to look at the family through the eyes of their children, showing that each child's perception of the family and the situation in the family is different for each child. [5-20]

Sibling relationships of children of preschool and junior school age can be studied through various questionnaires and projective methods. In particular, the questionnaire "Determining competition between children" is aimed at studying the level of competition between children in the family. The questionnaire consists of two parts. The questions in the first part are intended for children of preschool and junior school age, young teenagers, and allow to determine the level of the child's sense of competition with his brother or sister.

The questions in the second part clarify the level of competition in the child's relationship with his brother or sister, and are suitable for test takers of all ages, starting from preschool age. To each of the questions presented in the questionnaire, the examinee must answer clearly "Yes" or "No". The first part of the questionnaire consists of the following questions:

I. If it were up to you, you ...

1. Did you always play with your brother/sister - yes/no.



2. You would give your favorite toy - yes/no.
3. Would you take your brother (sister) for a walk with you - yes/no.
4. You would always protect your brother (sister) - yes/no.
5. You always took care of your brother (sister) - yes/no.
6. You always praised him to your parents - yes/no.
7. You would be happy to have a brother (sister) - yes/no.
8. You would have stayed at home with your brother (sister) so as not to leave him alone - yes/no.
9. Would you tell stories to your brother (sister) - yes/no.
10. You would always take him to kindergarten (school) yourself - yes/no.

"Yes" and "No" answers are calculated from the received answers. The more "No" answers, the stronger the testee's sense of competition with his or her sibling. The number of "No" answers above 6 (60%) indicates the certainty of the family situation for the examinee.

The second part of the questionnaire consists of the following questions:

II. If it were up to you, you would...

1. You would be proud to have a brother (sister) - yes/no.
2. You would always follow his example - yes/no.
3. Would you be friends with him like a best friend - yes/no
4. You would always protect your brother (sister) - yes/no.
5. You always took care of your brother (sister) - yes/no.
6. You always praised him to your parents - yes/no.
7. You would be happy to have a brother (sister) - yes/no.
8. You would have stayed at home with your brother (sister) so as not to leave him alone - yes/no.
9. Would you tell stories to your brother (sister) - yes/no.
10. You would always take him to kindergarten (school) yourself - yes/no.

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1. You would be proud to have a brother (sister) - yes/no.
2. You would always follow his example - yes/no.
3. Would you be friends with him like a best friend - yes/no.



4. Would you tell everyone about your brother (sister) - yes/no.
5. Would you praise him to your parents - yes/no.
6. You would not interfere with his lesson preparation - yes/no.
7. You would not complain about it to your father or mother - yes/no.
8. Would you help him with the housework - yes/no.
9. Would you share sweets with him - yes/no.
10. You would give him all the good things - yes/no.

"Yes" and "No" answers are calculated from the answers received on the questionnaire. The more "No" answers, the stronger the testee's sense of competition with his or her sibling. "No" answers

If it is higher than 6 (60%), it indicates the certainty of the situation in the family for the test taker. [1-389] Therefore, it is necessary to carry out corrective work with the owners of such a result.

Since sibling relationships play an important role in personality formation, coordination of relationships between children should be started from a young age. After all, the establishment of mutually positive relations between siblings is beneficial for the individual, family and society.

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