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Peculiarities of the pedagogical influence on the formation of the personality of the older male sibling (OBB) in a single-parent family

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Abstract: The paper focuses on examining the dynamics of sibling relationships within the context of a single-parent household. In particular, the author's attention is focused on the psychological and pedagogical features of raising an older male sibling in a family where there are only brothers and an absent father. This problem is relevant for Ukrainian families in connection with changes in society caused by full-scale Russian aggression and the death of a large number of the male population. The material will also be useful to educators and teachers of educational institutions, coaches of sports schools and sections, parents and a wide range of interested readers.

Keywords: siblings, incomplete family, older male sibling, problems of raising teenagers.

Introduction

The introduction needs to relate to the problems or issues being recognised and eventually leading the research questions. The structuring of the introduction part may vary.

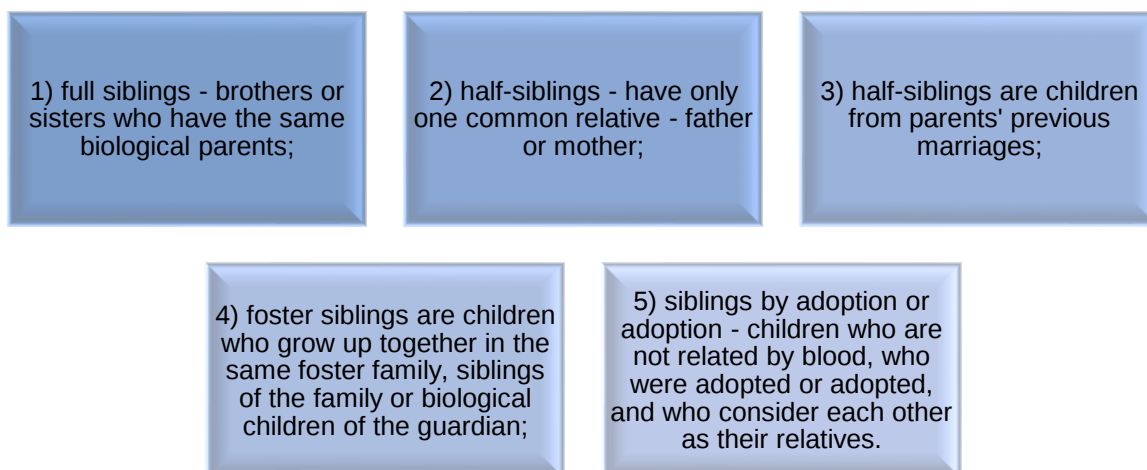
This section discusses the results and conclusions of previously published studies, to help explain why the current study is of scientific interest.

Research Results

The formation and development of a child's personality is influenced by many factors, but there are given to the child from the closest environment - from the family. The formation of character traits and personal experience of each child begins with the family, where everyone has his place, his rights and responsibilities. The family acts as a model of the universe for a newborn child and gives it protection, support, and teaches relationships with people. A child acquires the first, and often the most important, experience of communication and building relationships in the family circle. All family members participate in the upbringing process, but the most interesting for this study are the relationships of brothers and/or sisters, or, in other words, siblings. Siblings are children (brothers and/or sisters) who have common parents and, as a rule, grow up together. Growing up in the same family contributes to the development of strong bonds between brothers and sisters and is accompanied by the experience of strong feelings such as love, friendship, hostility, indifference, etc. Such connections are often determined by the order of birth, upbringing, character traits and personal experience of each of the siblings and play a significant role in shaping the personality of all members of the family system. After all, sibling relationships are often the longest-lasting relationships between close people. There are several types of siblings (fig 1).

Figure 1

Sibling Dynamics: A Comprehensive Typology in Family Structures



They are not related by blood, but growing up in the same family also affects the formation of the personality of each of them. All the listed siblings, provided they live together in the same family for a long time, create a special family subsystem, which is organically connected with other family subsystems (parent and child subsystem, parents' marital relationship subsystem, "grandfather/grandmother" subsystem, and others). The sibling system is part of a whole and, at the same time, is separate of a whole, which is the object of psychological research. And if the coexistence and mutual influence of siblings in complete families is covered in psychological works and pedagogical literature, then the topic of sibling relationships in incomplete families is not sufficiently disclosed. However, in modern conditions,

when the number of single-parent families is increasing and, in connection with this, the behavior patterns of members of the family system are changing, it is important to understand the processes that take place within all subsystems, as well as how these processes will affect the formation of the personality of children who will grow up in such conditions.

Literature review

A significant contribution to the study of sibling issues was made by such leading scientists as Adler (2007), who studied the influence of birth order on lifestyle, Levy (1936), who was interested in sibling rivalry, and Rubin et. al. (2020), who studied sibling stereotypes of interaction with others.

The work of Jost & Sontag (1944) describes the reaction of siblings to the appearance of a new family member in the family, the study of Toman (1959) determines the influence of family positions of siblings on their personal characteristics and future married life. It should also be said that research on sibling relationships is developing in three main directions: the first is dedicated to the study of problems related to the order of birth of children in the family, the second describes intra-family differences and investigates their nature, the third defines individual psychological features of siblings. Modern scientific research by leading scientists emphasizes the importance of studying the family as a holistic phenomenon, considering the interaction unfolding in three subsystems, while the focus is on marital and child-parent relationships Hüter (2022), Shivers (2019), Krejčová, Chýlová, & Rymešová (2023). Psychological features of one subsystem of family relations - the interaction between siblings and the possibilities of pedagogical influence on such a system is the least developed problem in social and family psychology and pedagogy.

Research results

Largely, our appearance, mental and creative abilities, character, and behavior are determined by the genes we received from our parents. But since a person is a social being, both genetics and the environment in which we live play a big role in our upbringing. And the first environment in which the "assembly" of a person begins is the family. Living in one family for a long-time form in a person certain stereotype of behavior, which largely determine further relations with other people. The relationship of the children in the family according to the order of their birth is determined by their sibling positions.

This hierarchy of birth cannot be changed, but knowing about it and the peculiarities of sibling positions, you can adjust your behavior in relation to the people around you (Diduk, 2001).

The basis for sibling positions is a typical family with two children, in which the following combinations are possible:

- 1) two boys, older and younger brothers respectively (OBB and YBB);
- 2) two girls, respectively the older and younger sisters (OSS and YSS);
- 3) children of different sexes, and here two options are possible - older brother and younger sister (OBS and YSB) and older sister and younger brother (OSB and YBS);
- 4) identical siblings are also distinguished: males and females (Single Sibling) ;
- 5) if there are more than two children in the family, there are also more sibling combinations, and here you need to consider each child in relation to his older/younger sisters/brothers separately;
- 6) siblings like twins and children with disabilities also fall into a special group.

Let's consider the peculiarities of the pedagogical influence of parents on the older male sibling in the system of "brothers" - the older brother of the brother (abbreviated OBB).

Before the birth of his younger brother, OBB was the only child in the family, all the attention and love of his parents belonged only to him. But a younger brother appeared and OBB's life changed - now he is forced to share the attention and love of his parents with his brother. In addition, they still want OBB to take care of the younger brother and play with him, but whether he accepts the younger brother is entirely up to the parents. Parents often leave the youngest in the OBB company and thereby make him responsible for the life and health of the youngest child. By this way a sense of responsibility is formed in OBB, but at the same time, he has a desire to command and organize everything and everyone. Most often, OBB likes the worship and respect of a younger brother. This gives OBB self-confidence, he feels like a protector and indisputable authority for his younger brother. In a full family, where there are three men and one woman, competition for the mother's attention may begin. Here, the father has a personal example to show the boys how a loving and caring man should behave (Posvistak, 2017).

OBB has no experience of communicating with girls (because he has no sister) and it will be difficult for him to get along with them. In the teenager's company OBB easily gets along with boys and can make friends with everyone except the other OBB. If two OBBs are found in one group, such a group will inevitably split in two. Two leaders by character cannot get along in the same team.

At school things do not always go smoothly due to quarrels OBB with teachers, especially if the teachers are women. For OBB, only a man who is older and who knows more than OBB can be an authority. Father, stepfather, coach - he listens to them much more often than to women. A good start to studying for SBB is the military school, where there is someone who OBB can take an example from and there are tasks for each day.

The main authority for OBB is the father, whom he wants to respect, so if there is a divorce in the family, the mother must maintain a relationship with the father of the boys (Krupnyk, 2016). This is necessary for their acceptance of maleness and education of male character traits. OBB is close to the father, and if there is no father in the family, OBB can become a "father" for younger children (Yurchenko, 2016). He easily takes responsibility for his younger brothers and sisters, tries to help his mother in everything and even begins to earn money to support the family. It is difficult for him to accept a new man of his mother, he may even feel useless and leaves the family, but if the relationship with the stepfather is going well and OBB feels respect to him, such family relations can be the beginning of real male friendship. OBB has a hard time with the death of his mother, it is a real tragedy for him, but the death of his younger brother or best friend will remain for him a heavy, burdened sense of guilt, memories for the rest of his life.

Conclusion

Considering all the above, it becomes clear that such changes in the family like the death of one of the parents or the divorce of the parents directly affect the relationship between children and parents, brothers, and sisters, as well as the formation of the personality of all children in the family. The question of how the process of raising children from single-parent families should be carried out at home and at school and what methods of educational work can positively affect the process of growing up of children from single-parent families remains open.

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