

SOCIO-PSYCHOLOGICAL PECULIARITIES OF FORMING SIBLING RELATIONSHIPS IN THE SYSTEM OF INTRAFAMILY RELATIONS

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A B S T R A C T	K E Y W O R D S
<p>The article is devoted to the scientific-methodological and theoretical analysis of social-psychological features of formation of sibling relationships in the system of intrafamily relations. The research studies of some foreign scientists concerning this problem are analyzed in the article.</p>	<p>psychology, siblings; sibling relationships, sibling relationships, sibling position, family, family subsystems</p>

Introduction

The topic of sibling relationships in psychology has become prominent in recent decades. One of the key aspects of the problem is the mechanisms of interaction of the sibling subsystem as one of the elements of the holistic family system. The interest in this issue is logical because the family is the first institution of socialization, where the formation and formation of self-concept of an individual takes place through assimilation of social and socio-cultural norms that will become the foundation of his/her further adaptation in the society. How successfully the adaptive abilities of a young person are formed depends largely on how harmoniously all subsystems of the family structure interact. In fact, it is an issue of psychological safety of not only family members, but the whole society (Krasnyanskaya, Tylets, 2016; Krasnyanskaya, Tylets, 2015), thus, it has "exit" to the problematics of security psychology (Krasnyanskaya, Tylets, 2020; Krasnyanskaya, Tylets, Iohvidov, 2021).

The family as a systemic entity includes marital, parent-child and sibling relationships. While earlier family and social psychology was focused mainly on the spousal and parent-child relationships, today there is a growing body of research proving that the importance of sibling relationships for the formation of human personality traits is no less great than other intra-family relationships. Peculiarities of sibling relationships shape a child's ideas about his or her future family, marriage partner; and, in general, influence the choice of behavioral strategies in society at all levels: personal, professional, friendly, etc.

Siblings are all children (siblings) who are brought up in the same family. Sibling relationships are a single subsystem of children included in the overall structure of family ties, and are not autonomous and independent at the same time. Psychology sees siblings as a dual structure. On the one hand, it is a vertical connection to other family subsystems, whose members are linked by many bonds: blood, emotional, domestic, etc. On the other hand, the siblings are always the youngest subsystem of the family, which is seen as peers (whatever the age difference). It is the child's first "peer group" in life,

where he or she learns to build relationships with peers, not with adult family members. In this communication, the child becomes aware of himself or herself as an individual, and role and behavioural patterns are formed.

One of the first to describe the specifics of the sibling relationship was A. Adler. In his theory, the author gave the siblings a central position in the overall configuration of the family. The key importance in the formation of individual characteristics, according to A. Adler, belongs to the sibling position of the child, i.e. the order in which the child is born (Adler, 1998).

In this sense, it is fundamental how the child perceives his or her place in the family hierarchy and the situation around him or herself, because even children born to the same parents have different social situations of development. This is inevitable because the family, as a dynamic system, goes through different developmental stages with changing circumstances and needs. Consequently, each child born at different stages has a specific, individual environment and occupies a unique, different place in the family space. Therefore, each of the siblings finds their own points of application in the manifestation of their self, based on the position in which they are placed.

By occupying different niches in the family structure, each of the siblings is in competition and rivalry with their peers, trying to use the family resource to their own advantage. The permanent situation of "struggle for power" forces each of the siblings to choose different behavioral strategies, which forms their different psychological characteristics. According to A. Adler, the basic personality traits of an individual are formed at the age of 4-5 years old, and then the style of behaviour is established, which becomes fundamental throughout life. Based on this, the author concludes that the social role the child occupies in the family hierarchy is a very important factor for future adult life (Ibid.).

Thus, A. Adler identified a number of common psychological characteristics inherent in siblings with the same position in the family. The author insists on the importance not of the position itself, but of the child's perception of his or her position within the family. A. Adler's theory established the following sibling positions in psychology: first-born, second-sibling, youngest sibling, only child.

The firstborn has a special position because it is the first parental experience. The first child is the spoilt child, the 'centre of the universe', and is overprotected and overprotected by his or her parents. Being the only child, it is the parents who give it their undivided love and energy. The advantages of a first-born child include: high intelligence, obedience, high self-esteem and self-sufficiency. Negative characteristics include: anxiety, self-centredness, overbearingness. Being central in childhood, in adulthood the 'only one' does not want to lose the leading position, but is not always able to hold it, as he has no experience of power struggles and has no one to compete with (Baskaeva, 2021).

Further, with the arrival of the second child in the family, the formation of the sibling relationship proper begins. This moment is always fraught with drama on the part of the first child. From the position of being the only child, it moves into first-born status. This is always a painful moment for the older child, who feels jealous, anxious, feels the loss of power and tries to maintain it in any way possible. During the second child's arrival, the firstborn may become authoritarian, withdrawn, disobedient and rigid.

The position of the second child is characterised by the following characteristics: seeing an older leader in front of him, he tries to imitate him, trying to outdo him in everything. This is a kind of power struggle. Second children in the family are often rebels and troublemakers. Although, it is easier for them to establish contact and partnership with the older sibling, thus trying to unite with him to get parental attention. Trying to overtake the older leader in everything, the younger sibling very often

succeeds because the firstborn is not ready to compete with the younger sibling and avoids competition (Adler, 1998).

The youngest child in the family occupies a special position in the sibling relationship: he has no follower and has never been the firstborn. He is the smallest and most defenceless, he is protected and treated with special care. His situation is characterised by a particularly favourable climate.

There are two ways in which the youngest sibling develops. In the first case, the younger one imitates his predecessor in everything, trying to prove that he is not the weakest and most defenceless at all. This encourages independence. Gradually, this constant desire to prove their worthiness forms a personality prone to leadership and superiority. And this yields results: very often it is the youngest sibling who becomes the most successful of all the siblings.

The second situation is when the youngest child in the family does not have enough resources to overtake the older siblings: lacks pressure, confidence and courage. In this case, younger children shy away from competition, cowardly and find plenty of excuses to explain their inaction (Adler, 1998).

Both are not conducive to favourable socialisation in the future: in the first case, ambition is satisfied at the expense of others and in the second, failure due to an inferiority complex is possible.

There are three stages in the formation of a sibling relationship: preparation, acceptance, attachment. In the preparation stage, the most important thing for parents is to prepare the firstborn for the arrival of another baby in the family. Their task is to focus on two points: the first is to create a trusting and positive attitude towards themselves in the situation ("We love you, appreciate you and treasure you"), and the second is to form a positive attitude towards the newborn ("We love him just as much as we love you"). At the stage of acceptance, the importance of the younger child is further shaped in the eyes of the older child. This is manifested in their joint activities: playing, communicating, family activities, saying and appreciating each other.

Both subconscious and conscious structures of the psyche are involved in the formation of attachment, which manifests itself in various behavioural reactions of the siblings. The stronger the attachment, the stronger the non-verbal bond between the siblings. They do not necessarily need words to understand each other's moods, and without verbalizing communication, they are able to assess their brother or sister's condition and adjust to the current situation. In this way, they gradually develop a close emotional intimacy and bond with each other. In adulthood, this mechanism leads to a desire to share successes, joys, difficulties and problems with each other. In the attachment phase, it is important for siblings not only to be together with each other, but also to participate fully in the life of the whole family. It is important for children to get together with other family members, participate in family conversations and make decisions together (Tseluyko, 2006).

Research proves that stronger attachment is observed on the part of younger siblings. For the young child, the older child is a role model (both socially desirable and vice versa). The older child both inspires and provokes the younger child to act, opening opportunities for him/her, being the closest peer, and at the same time, satisfying the younger child's need for protection and support (Karabanova, 2005). In addition, by being a constant role model for the younger child, the older child unwittingly influences the formation of the younger sibling's self-concept.

An important aspect of the sibling relationship is its dynamics at different age stages. The older sibling has a very modest place in the life of the younger child when he or she is in infancy. For the infant, a significant adult is of primary importance, and a sibling may only be of interest to him or her briefly.

During the early infancy stage, the meaningful adult remains dominant, but the younger sibling is already interested in the children around them, and in particular in the older sibling. The siblings may already be playing together, having fun, crying or laughing, but the younger siblings' involvement in cooperative play is not yet selective, they essentially don't care who the play partner is.

The pre-school period is characterised by the need to communicate with peers. In play activities, the child is already looking for an interesting partner through which he or she also learns about himself or herself.

In the primary school age, children establish a more or less permanent circle of friends, and it becomes important to accept and reinforce their position in this circle.

Only in adolescence does the child's personality "mature" to form real friendships. Where common moral principles are at the forefront. The views on life and human qualities of each other. Relationships are formed between peers, based on mutual sympathy and trust.

These age-specific characteristics and needs of children are also directly related to the sibling-sibling relationship. The attachment between siblings is largely determined by the age-specific needs of the children. Obviously, if the age difference is small (2-3 years), communication is easier and more harmonious. However, even with such an age difference, attachment will change in strength depending on the crisis periods of childhood. For example, if the older sibling is starting school and the younger sibling is in middle childhood, attachment may weaken because these childhood periods have different mental characteristics. Siblings may also drift apart temporarily during the teenage years. This does not indicate that their relationship has not developed well, it is only temporary. Over time, as the children move into adulthood, the temporal boundaries are erased and external and internal affection is maintained. The older sibling develops a certain attitude of having life experience; in many situations he can tell the younger one: "I've been in that situation, I know it. Thus, the younger sibling feels that he or she is understood, he or she is not indifferent and is important (Almazova, 2013).

Up until adolescence, siblings remain the most frequent communication partners, as outside of school they spend most of their time with each other on the same premises in the same setting. For most siblings, the relationship continues throughout life, after the death of their parents and the emergence of families of their own. How this relationship develops depends on many parameters: gender of the children, age difference, sibling position, emotional closeness, and mainly the parents' parenting strategy, their attitude towards each child.

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