

The influence of psychological separation on the development of value-sense sphere of adolescents

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Abstract. The article examines in detail the concept of separation from the point of view of various psychological theories. We can conclude that separation is a complex and complex process that occurs individually, depending on the personal characteristics of family members, the characteristics of the family system, the age and gender of the child, and is based on long-term deep trusting relationships. Let us dwell on the study of the types and types of separation. Separation is a natural process that is necessary for the development of a healthy personality. However, it is important to remember that this does not mean cutting yourself off from your parents for life. Some connection with parents may remain important to a person throughout his life. It is important to find a balance between independence and connection with family. In general, psychological separation is a necessary stage in the development of a teenager, but its influence on the value-semantic sphere can be ambiguous. It is important that parents help their children through this process and try to maintain open and understanding communication with them. The separation process begins in adolescence and can continue throughout adulthood. Its main goal is to form a personality capable of independent decision-making and responsibility for their actions.

1 Introduction

For the full development of the personality of any person, his emotional stability is necessary. Emotional stability is a person's ability to maintain emotional balance and control their emotions in situations that may cause stress and anxiety. It is an important component of mental health and wellness.

Emotional resilience is a skill that can be developed and improved. It is also important to have a positive attitude towards life, be able to find pleasure in simple things, take care of your health and surround yourself with friends and loved ones who can support you in difficult times. It is most difficult to adapt to social changes during adolescence, since there is some uncertainty in this area. Separation from parents during adolescence is often accompanied by a search for meaning and values in life, as well as the formation of a

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personal identity. Teenagers begin to build their worldview based on their experiences and life beliefs, which may differ from those of their parents.

In the process of separation from their parents, teenagers begin to ask questions about the meaning of life, what is important to them and what they want to achieve in the future. They search for their personal values and try to develop their own belief system. In this process, it is important that parents support their children, help them develop and develop their own values, even if they differ from those accepted by the parents.

It is important to understand that the process of separation is natural and necessary for the development of personality and the formation of individual values. Parents must help their children through this stage by supporting them in their quest and allowing them to determine their path in life.

2 Methods and types of the Earth's remote sensing

The purpose of the article is to study the features of the influence of psychological separation on the development of the value-semantic sphere of adolescents. The work uses a set of theoretical research methods and analyzes scientific and pedagogical literature.

3 Analysis of the main ERS data sources for the DEM development

One of the peaks of separation activity occurs in adolescence, since the main contradiction of this age is that the teenager has formed a motivational readiness to enter adulthood, but, on the other hand, he is not yet ready to take responsibility for the decisions he makes.

A life plan in adolescence is a plan of possible actions. They differ in the content of the plan, and also differ in the degree of perspective, maturity, and socialist realism. At this age, most people are in the process of becoming.

Values and feelings: change over time and as a result of people's actions, just as the people themselves change. General values are directly related to a person's accumulated life experience; sometimes these values can vary in their field and change indirectly. Factors influencing changes in the value system underlie the development of the social and historical conditions of the individual. Social, economic, political, ideological changes in society affect the value changes of individuals and social groups.

In modern psychological literature, the concept of separation from parents is understood as the psychological cessation of constant contacts between the younger generation and the parental family. Separation is understood as the termination of any relationship with an object, or a categorical departure from it. As Yu. R. Senzhapova defines, in various psychological studies, separation is often characterized through the prism of parent-child relationships, and is understood as a person's distance from both the family in general and from parents in particular. The author notes that for adolescence, one of the main and primary tasks is to achieve psychological separation [4, p. 62].

The concept of separation is identified with the concept of autonomy. In this regard, separation, or separation, is understood as a multifaceted and complex phenomenon that is associated with the formation of a pronounced, formalized internal attitude towards oneself and the parental family, which is expressed in the awareness of oneself as a separately existing personality, as an isolated subject.

The concept of separation was also studied within the framework of systems psychology by such authors as A. Varga, T. Sytko, M. Bowen. Successful separation within the framework of systemic family theory is understood as the ability of an individual to find a certain balance between total isolation from parents and psychological fusion with them.

The process of formation of this ability, or, in other words, separation-individuation from parents, is especially pronounced in adolescence, and is defined as a normative family crisis [5, p. 23].

As V. A. Lugovsky and T. V. Petrenko define, separation is a broader concept that includes separation within the framework of interpersonal relationships, and is associated with parting with any person with whom long-term deep trusting relationships are established. Psychological separation is defined as the ability to separate one's thoughts, emotions and feelings from a significant other. The separation of the individual from the family in this vein is considered as one of the separation options, which has a greater impact on the formation of independence and autonomy [2, pp. 127-128].

The concept of separation was analyzed by Nukhova M.V., who defined it as an intrapsychic process that is part of the complex structure of the separation-individuation process. A favorable result of this process is the acquisition of a sense of "I", as well as the formation of integrity independent of the object of separation. A mature dependence is formed, which involves recognizing the fact that a loved one is separate, different, with its own unique characteristics. If the separation-individuation of the personality was not completed successfully, as R. Fairbairn defines, infantile dependence is formed, based on the person's inability to establish differences between the subject-self and the object-another person. The concept of separation is also associated with the concept of differentiation, which is associated with the early onset of the process of establishing these differences. The level of separation, as determined by Nukhova M.V. following Fairburn R., is associated with the peculiarities of working through separation anxiety [4, p. 130-131].

As N. E. Maslova notes, absolutely every person encounters separation in their life. This is a very important process that contributes to the development of personality traits such as autonomy and independence. Authors such as Moore B. and Fine B. say that at all age stages, as well as for youth, you can define your own unique and specific goals and objectives. Based on this statement, we can talk about separation as a very long-term process that occurs in a unique way at any age. It is especially important for boys and girls to move away from their parents and start living separately in order to "start" the separation process.

Moore B. and Fine B. consider the concept of separation more categorically, defining it as leaving or ending any relationship. They note that psychological separation can also be associated with an object performing parental functions [6, p. 347].

Mahler M. examined the concept of "separation from parents" comprehensively, noting the particular importance of separation from the mother, which is necessary to achieve a comfortable level of autonomy. From the point of view of P. Blos, the period of adolescence and youth can be defined as secondary separation-individuation [1, p. 4].

Separation was also studied by T.I. Sytko. in line with relationships with parents. As the author defines, we can distinguish the concept of family separation as a multilateral process associated with the restructuring of all interpersonal relationships existing in the family. Based on the growing up of the child, and presupposing consistent awareness on the part of both parents and the growing person himself of gradual distancing, the presence of emotional experiences, in connection with this, their acceptance and the gradual formation of a sense of independence. The behavior of both parties changes based on the unique personal identity of the child and his parents [2, p. 125].

Exploring the concept of separation, Nartova-Bochaver S.K. introduces the concept of personal sovereignty, saying that it is its acquisition that becomes an indicator of the completion of the separation process. The author notes that separation is closely related to the internal space that an individual has. This is a psychological space that interconnects various kinds of phenomena. Among them are attachments to others, a person's values and

attitudes. If separation is successful, then sovereignty is formed. This concept defines the ability to control and develop internal space, and, if necessary, protection from external phenomena [3, p. 59].

From the point of view of Hoffman J., there are four main types of separation through which, on the way to becoming mature, a person needs to go through:

1. Emotional separation. This aspect is associated with dependence on the approval or disapproval of parents. An indicator of the presence of problems in emotional separation is a situation when an adult breaks up with a partner due to the expressed disapproval of parents. In this case, a conclusion is made that the individual has emotional dependence;

2. Attitude separation. It is a person's ability to "look at the surrounding reality" from his own point of view, regardless of the position of his parents. Attitude separation is spoken of when a person thinks independently and can assess the current situation based on his unique experience, outside the experience of his parents.

3. Functional separation. It is determined by a person's ability to sufficiently ensure his own existence, separately from his parents.

4. Conflict separation. It manifests itself in the formation of the ability to "live your life" without feeling guilty about it. It is associated with emotional and attitudinal separation, as it presupposes the isolation of emotional reactions and the expression of one's own unique values and motivation.

It is worth noting that Hoffman J.'s structural model is based on three components: affective, cognitive and behavioral. Each described type of separation is associated with the degree of severity of negative or ambivalent feelings, with different points of view from the parents - from pronounced and negative, to their complete absence and harmonious relationships. In general, as the author notes, separation is more affective in nature, that is, it depends on emotional reactions. The cognitive aspect is associated with the characteristics of the manifestation of differences in views and ideas with the parental family. The behavioral component is based on the degree of expression in behavior of independence in decision making and in making choices that are significant for the individual [7, p. 104].

Based on this classification, we can conclude that separation is a functionally complex process associated with determining the separation potential. According to Serzhapova Yu.R., in the future, the formed potential influences the realization of goals along the path of life [4, p. 63].

From the point of view of Bowen M., such characteristics as adaptability and flexibility are associated with the separation of emotional and intellectual. Let us dwell on the classification of types of differentiation (or psychological separation) that the researcher identifies:

1. Merger. In this case, there is a lack of differentiation of thoughts and feelings, and in relationships with parents a pronounced position of dependence and fixation is revealed. In the future, a person who has stopped at this level will be constantly focused on his partner, will seek his love and approval in all existing ways. This behavior is due to the fact that the individual has not developed the ability to set distant and specific goals. In their own partner family, such people will reproduce the parental model of behavior. Addiction can last a lifetime.

2. Moderate differentiation of the "I". Emotional and intellectual systems at this level are just beginning to differentiate. In interpersonal relationships with parents, and subsequently with a partner, the manipulative type of communication predominates, the dependence is quite pronounced, the person has hypersensitivity and hypersensitivity to the behavior and state of a loved one. Young people may tend to search for ideal close relationships, but maintaining them requires too much effort, and, as a rule, they end. In this case, the relationship has a certain pattern. First, a person must "merge" with the chosen

partner, after which, after a while, some distancing occurs. For a partner, such behavior may be unexpected, since it has not been demonstrated before. After this, there is a separation from the partner, and a search for a new one, where everything develops the same way. The process can be aggravated by severe negative emotions.

3. Good level of differentiation of "I". In this case, only the intellectual and emotional systems are differentiated. Behavioral is autonomous. A person may become disoriented – she will move between relationships and personal goals. A good level of stress resistance and flexibility will also be revealed, and therefore the person copes with life circumstances more successfully. There is no pronounced centering on the partner, the perception of "I am a parent" is differentiated, and equal and equal relationships are built with a loved one.

4. High level of differentiation. From the point of view of the author of the classification, this level is largely hypothetical. Determined by more pronounced egocentric aspirations [5, p. 35-38].

Analyzing the classification proposed by Bowen M., we can conclude that it is more similar to the periodization of the separation process.

From the point of view of Varga A.Ya., the process of change in psychological separation in the context of generations indicates a connection with two main factors: family projection and the choice of a partner who has a similar level of differentiation. Often, the interaction of these two factors, as the author notes, in some children in family relationships may develop a lower level than their parents, and form infantile behavior [5, p. 40].

Shiroka A.O. also studied the separation process on the basis of various psychological theories, including systemic psychology, and identified the following types:

- contradictory (ambivalent), which, as the author notes, has a direct correlation with ambivalent attachment. This type of separation affects the emergence of such personal characteristics as the need for constant support, seeking help, and lack of "emotional nourishment." At the same time, a person can verbally express opposing arguments, talking about his independence and separation from his parents. The manifestation of this kind of instability, difficulties with personal autonomy, determines the emergence and aggravated course of conflicting feelings: a person can demonstrate emotional attachment to parental feelings and emotions, but at the same time there will be a tendency to distance and displace the parent from a close circle of friends.

- successful, which includes a phased passage of separation. Say, for example, both the degree of intimacy and autonomy can change - based on the current situation. Successful separation may not proceed very gently and smoothly, and quarrels may be present. But they, as a rule, only determine favorable changes that affect changes in relationships. Each conflict becomes a factor in the emergence of a new type of communication, better and more enjoyable for both parties, taking into account the age of the child. How well a person went through all the stages, how ready he and his parents were for this - how close he can "come" to complete, comprehensive separation. The time frame for such a department is student years.

- crisis (dependent), in which there is a merger with the emotions of one of the parents - often with the one with whom the connection is deeper. In this case, the young man will experience the same things as the parent. At the same time, such a person develops guilt for the fact that the parent experiences such emotions, the cause of which he sees mainly himself. This determines feelings of guilt and separation anxiety. In the future, he will have difficulty understanding his emotions, and may even show signs of learned helplessness.

- conflict, characterized by frequent conflicts and quarrels. The child exhibits a protest position, an urgent need to defend his isolation and independence. In this case, the child expresses feelings of dissatisfaction and injustice in connection with the state of affairs, which is why conflictual separation arises. External characteristics of this state: rigid

personal boundaries and their constant defense, gradual separation from society, and social isolation, in particular. This type of separation is associated with an avoidant type of attachment [2, p. 129].

The process of psychological separation is a crisis in the life of an individual, since it is necessary to become autonomous, independent, get rid of parental care, and begin to bear responsibility. Often such features come as a surprise to a growing person, causing unpleasant emotions and resistance, anxiety or fear. The problematic nature of separation is often associated with the use of control by parents, the feeling of the child as unable to cope with difficulties on his own, and lack of confidence in his abilities. On the other hand, if all stages took place sequentially and were based on his personal boundaries and life position, then the completion of separation will be favorable for both parties.

Psychological separation is the process of developing independence, autonomy, and separation from parents that occurs during adolescence. It influences the development of the value-semantic sphere of adolescents, which determines their values, beliefs, motives and goals in life. In the process of psychological separation, adolescents begin to define their personal values that differ from their parents. They also begin to form their own worldview and determine what goals and dreams are important to them. However, the separation process can lead to conflicts between parents and adolescents, especially if they are not ready for this process. This can lead to adolescents looking for new values and beliefs that do not correspond to their parents, and this conflict can affect the formation of the value-semantic sphere of adolescents. In addition, psychological separation can lead to adolescents starting to listen more to the opinions of their peers rather than to the opinions of their parents. This can affect the formation of values and beliefs because peers may have different views on life. Thus, the process of psychological separation can influence the formation of the value-semantic sphere of adolescents and lead to a change in their values and beliefs. Parents should help their children in this process by supporting them in the formation of personal values and opinions, but also convincing them of the importance of values that are considered important for the family and society [8, p. 416-419].

4 Conclusions

Psychological separation is the process of separating a teenager's personality from his parents and family. It is a natural stage in the development of a teenager who strives for independence and individuality. However, if this process occurs too abruptly or unsuccessfully, then this may negatively affect the development of the adolescent's value-semantic sphere.

Psychological separation can lead a teenager to begin to deny the values and opinions of his parents, while he has not yet formed his own. This can lead to conflicts and confusion in his value system. As a result, a teenager may adopt the values of his peers or become a victim of various external influences, which can negatively affect his future.

In addition, psychological separation can lead to feelings of loneliness and misunderstanding, which can also affect the value-semantic sphere of a teenager. In this situation, it is important that parents support the young man and help him understand himself and his values.

Separation from parents is a process of freeing oneself from dependence on them and becoming an independent person. During this period, teenagers begin to determine their path in life, form their beliefs, and look for their interests and hobbies.

However, the process of separation from parents can be very difficult and painful, especially if the relationship with the parents was unfavorable or conflictual. In such cases, adolescents may experience feelings of helplessness, misunderstanding and depression.

Value orientations that are formed during adolescence are very important, as they will

determine the teenager's life path in the future. If values are formed on the basis of contact and interaction with the outside world, then this can have a positive impact on the personal growth and development of a teenager.

Also, parents and surrounding adults can have a great influence on the formation of value orientations of adolescents. Parents should be prepared to talk about topics such as expression, social values, religious beliefs, human rights, justice, and so on to help teens define their values and set their personal boundaries.

In general, the formation of value orientations of adolescents is a complex process, and parents must be prepared for this with patience and understanding.

The concept of separation in psychology means the process of separation from parents or loved ones and the formation of an individual personality. Depending on the degree of development of separation, several types are distinguished: autonomic, incomplete, excessive, pathological.

In the event of a conflict situation, the strategy of behavior can be different: active opposition, avoidance, compromise and others. However, successful conflict resolution is only possible if the teenager knows how to correctly assess his capabilities and needs, as well as take into account the interests of other people.

Value orientations in the lives of adolescents can be very different and are directly related to the level of development of separation. Thus, adolescents with autonomic separation are prone to individualism, freedom and independence, while those with incomplete separation may feel insecure, dependent on other people and strive to imitate them.

The main value orientations of adolescents include: family, friends, success, personal growth, health, material well-being, freedom, etc. Familiarity with these orientations will help parents and teachers better understand adolescents and establish more trusting relationships with them.

Successful separation involves establishing a healthy and harmonious relationship with your parents based on mutual respect and understanding. The crisis type of separation is characterized by unresolved contradictions with parents, which can lead to conflicts and internal instability. The conflict type is associated with strong opposition towards parents, sometimes to the point of refusing to communicate with them. The contradictory type of separation is characterized by variability in relationships with parents.

One of the key aspects of the separation process is the formation of one's own identity, which differs from the identity of the parents. This can be difficult, especially if the child grew up in a family with conflictual relationships or if parents do not support their child's development of independence.

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