The presence of the described complex of personal factors in the child underlies his/her aspiration to frequent expression of emotion of fear as a sort of a passive coping-strategy in frustrating situations. This strategy is organically combined with more frequent choices of coping-strategies in the form of getting into social contacts (communication) and searching for spiritual support. By means of demonstration of strong fear the children of the main group achieve stronger intensity of communication and interaction with significant others (close adults and friends), successfully involving the latter in the process of solving frustrating situations. The preference of the strategy of destructive emotional expression by the children of the main group is not associated with their aspiration to deceive people around, to manipulate them.

The efficiency of the children’s influence on close adults by means of destructive emotional expression is determined by the character of reaction: the more often the child expresses destructive emotions, the quicker the adults react to it with strengthening social contacts, communication with him/her. Thus, the certain coping-strategies of close people shown by them in response to active expression of fear by the child contribute to fastening patterns of coping in the personal structure of the child in the form of expression of an intensive fear, additive (complementary) to the deficient system of interpersonal relations in the family and to coping-strategies of the close adults. The distinguished personal complex can be considered as a predictor of the disadaptive character of display of emotion of fear as a coping-strategy.

The influence on the critical personal factors of the children from the sample will allow us to realize the exact correction of their disadaptive characteristics connected with a destructive emotional expression.

References


Conclusion

The choice of a passive coping-strategy is theoretically associated with a specific set of personal determinants which are formed into a certain system of the person’s attitudes. These determinants include stable patterns of social interaction in frustrating situations; patterns of interaction with the child; personal factors from the nearest environment (close adults and friends); a complex of social-psychological factors of the personality distinguished by R. Kettell; the child’s ideas about his/her personality and about the character of social interaction with close people around him/her; a self-estimation; the child’s state of health; the level of his/her cognitive abilities to estimate the social situations which is shown in the content of attributive processes of communication.

The complex of the personal features connected with an external and internal personal resource of coping behaviour determines the content and other characteristics of fears of 9-10 year old children and reflects the availability for the child of an external (inter-individual) personal resource of coping with frustrating situations.

Boys’ fears more often have disadaptive character in case of the father’s absence in the family, girls’ fears – in case of the grandfather’s absence in the family. Owing to the age specificity of the personality in 9-10 year olds the presence of a sibling (a brother or a sister) in a family of the same sex significantly reduces the probability of developing the child’s disadaptive fears.

The children of the main group are more sensitive to social fears which content is associated with fears that people around will not participate in rendering them any assistance in frustrating situations. They describe their fears in more details, with generalized categories. The children of the control group have more specific fears.

The context of school education intensifies the child’s perception of the most vulnerable for this age part of the personality – the system of social relations which forms the basis of an external resource of coping with difficult life’s situations. In the personal structural context of the children of the main group the neurotic triad of factors dominates. The ‘Self’-image of these children differs in domination of negative estimations and characterization of oneself as weak and socially incompetent persons.

These children are not confident of their strengths, socially incompetent, reserved, shy, sensitive, and excessively cautious, as they have to rely to a greater extent on their weak abilities because of the inadequate social relations.

The insufficiency of an external personal resource of coping behaviour of the children of the main group is accompanied with a non-formed internal resource of coping; they are less developed cognitively. They have weaker psychophysiological abilities of coping with stress. They more often have impairments of somatic health that can be explained as “a flight to the disease”. To a greater extent these characteristics are inherent in boys who, owing to cultural expectations, cannot openly show their weakness in the face of difficult life’s situations.

The depressed social-psychological competence of the child, the cognitive simplicity of perception of situations of communication, the strong orientation to the importance of other people in estimation of one’s own personality, the understated self-estimation, difficulties in support of the positive “Self”-image and in the self-expression, the high emotional excitability determined by frustration of social needs, acute perception of one’s own difference (speciality) and touchiness predetermine the sphere of fears’ display and the level of their intensity. There are four critical spheres where the fears’ intensity of children with the described personal complex exceeds the bounds of the “normal” level: a) situations of examination of school knowledge; b) self-expression; c) relations with teachers; d) un conformity to social expectations. The children of the main group feel the strongest anxiety in situations of an estimation of their knowledge, achievements and abilities.