

UDC 159.92

DOI: 10.52534/msu-pp.8(4).2022.9-17

Tetiana D. Shcherban*, Iryna I. Bretsko, Viktoriya S. Varha

Mukachevo State University

89600, 26 Uzhhorodska Str., Mukachevo, Ukraine

Formation of Stereotypes of Human Behaviour under the Influence of Childhood Fears

Article's History:

Received: 05.09.2022

Revised: 02.12.2022

Accepted: 28.12.2022

Suggested Citation:

Shcherban, T.D., Bretsko, I.I., & Varha, V.S. (2022). Typology of social skills and their impairments in children with autism spectrum disorders. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(4), 9-17.

Abstract. The relevance of the study is due to the presence of a relationship that occurs between the emotional and intellectual development of the individual. Negative changes in the process of emotional development of a person lead to the fact that they are unable to use other structures, in particular, intelligence, and therefore develop harmoniously. As a basic emotion, fear is an integral part of the emotional field, as is the emotion of joy, sadness, and anger. Fear performs a protective function, but it also destroys the individual if it is irrational. The emotion of fear, arising in childhood, can be fixed and transformed into more acute manifestations, that is, into phobic disorders. Personality is formed under the influence of society, so a very important role in its development is played by models of upbringing in the family and those attitudes and prescriptions that a person learns from childhood. In adulthood, these patterns are manifested in the form of stereotypical behaviour, which substantially affects a person's quality of life. Therefore, it is important to clarify how childhood fears can affect the individual in adulthood. The purpose of this study is to establish a link between childhood fears and stereotypical behaviour. A number of methods and techniques were used to achieve this goal, including theoretical (analysis, synthesis, generalisation) and practical (D. McLain's general tolerance for uncertainty scale; tolerance-intolerance of ambiguity questionnaire by T.V. Kornilova; questionnaire of childhood fears). The results of the study show that in the case when a person cannot safely live through fears as a child, they have an impact on the psychological well-being of the individual, which encourages the formation of psychological problems. It is proved that as a result of gender stereotypes in education, male and female fears formed in childhood differ markedly. Therewith, it is noted that certain stereotypes have a positive meaning in a person's life if they do not suppress their psychological development. The research materials will be useful for practical psychologists in the education and social fields, and teachers

Keywords: emotional field, behaviour patterns, behaviour, emotions, personality, fears

*Corresponding author

INTRODUCTION

The relevance of the study of the emotional field in general and the subject of fears have always been under the precise attention of researchers because emotions play a substantial role in human life. Fears can reduce a person's quality of life, limit their activities, social interaction with others, and generally negatively affect the socialisation process, which begins in preschool age. Fears that arise and are not resolved in childhood are transformed into fears in adulthood and lead to destructive changes in the interaction of the individual with peers or cause a distorted perception of reality. Researcher I. Babarykina connects the

appearance of fears with the specific features of the child's emotional experience [1]. In her opinion, children with stereotypical emotional experiences are dominated by fear of knowledge-testing situations. This observation gives the opportunity to notice the relationship between the presence of fears and the formation of certain stereotypical behaviour in a particular situation in the future. Since the nature of the emotional content of the stereotype is currently poorly understood, the study of fears from the standpoint of the formation of stereotyping is important and relevant. The purpose of the study is to investigate the relationship

between childhood fears and the formation and consolidation of stereotypical behaviour in adulthood. The object of research is childhood fears as a key factor in the formation of stereotypical behaviour. Subject – features of the formation of stereotypical human behaviour under the influence of childhood fears. A number of tasks are formulated to achieve the research goal: analyse the theoretical basis for the emergence of childhood fears; determine the features of the formation of stereotypical behaviour; conduct an empirical study to establish the relationship between indicators of stereotyping and childhood fears.

It is worth noting that in the current conditions in which the world is located, it is extremely important for an individual to be able to quickly adapt to sudden changes and solve problems using non-standard approaches. In this context, stereotypes negatively affect a person's consciousness, since they lose the ability to objectively analyse certain phenomena and perceive them in a convenient form [2]. Stereotypes are, in fact, "short paths" taken unconsciously, which help people make decisions easier and faster, hence the tendency to make them unconditionally [3]. According to I. Kulynych, the prerequisite for the formation of stereotypes are the past experience of the individual because their memory is filled with emotional memories of important events for them [4]. As a rule, stereotypes are reflected in folk traditions, religious convictions, and beliefs. Therewith, in the context of the active development of society, stereotypes are increasingly included in social and legal norms, moral prescriptions, methods of education, family traditions and beliefs. The predominance of stereotypical behaviour as the identification of a person's life activity is caused by the fact that stereotyping, unlike other psychological mechanisms, provides a person with the ability to quickly, and most importantly – reliably analyse and change their social environment [5].

The concept of "stereotyping" is associated with the processes of tolerance for uncertainty, because tolerance is defined as the opposite of stereotypical behaviour. Tolerance today is understood as a systemic category that contains the identifications of psychological stability, determination, confidence in the search and vision of alternatives, personal principles, and group values. It is important that these processes are not hindered by anything, in particular, the fears that are assimilated with parenting models in the family. For example, fear of uncertainty is a key threat to problem solving and tolerance formation and therefore is the key to stereotyping during social interaction [2]. Therefore, stereotypes are a simplified model for responding, understanding, evaluating, and reflecting a person's position in relation to certain objects that are reflected at different stages of the implementation of the social system. It is important to adjust the factors that contribute to the stereotyping of personal behaviour in the future

Researchers claim [6] that there is a direct link between parents' fears and the development of the same fears in their children. In addition, women are more likely to

acquire specific phobias than men. Moving away from the concept of biological gender, there are studies that prove that people with female stereotypical characteristics are more likely to be cowardly than people with stereotypical male characteristics. The effect of responses to the same fear of mothers and daughters was investigated. A snake was chosen as the object of fear. It was identified that there is a correlation between the level of fear of mother and daughter when they encounter a living reptile. The children tried to avoid contact with snakes, as they saw the reaction of their mothers when meeting the animal. It can be concluded that there is a potential influence of gender stereotypes of parents, in particular, mothers, on the formation of similar fears in their offspring.

Other researchers [7] consider the heredity of various fears across generations. Fear can arise not only from a specific object, but it can also have a social character. For example, parents' fear of negative judgement affects the inheritance of social anxiety by offspring from generation to generation. The results of a study of the transmission of social anxiety in families of Caucasian peoples indicate that there is a link between social anxiety in mothers and negative upbringing. Obsessive parenting is also one of the consequences of the social anxiety of the father and mother.

The source of acquired fears can also be experiences caused by unpredictable events. The global COVID-19 pandemic has left a noticeable mark on the psyche of both adults and children. The researchers identified [8] that the more fear parents felt about the coronavirus, the more fear their children acquired about the virus. In addition, receiving negative information from teachers and the consumption of news from mass communication media also increased the degree of fear in children. Maintaining childhood mental health, especially in times of global crises, should be a priority for both parents and educators.

The study of childhood trust in their parents in dangerous and threatening situations [9] is also quite an interesting subject. Fears, whether inherited or acquired, force children to seek help from other, more experienced people. The results of the study show that children aged 4 to 17 years, when demonstrating linear models of mixed effects (fear procedures and neutral emotional training), identified the faces of their parents faster than that of strangers. However, in cases of teaching children about possible fears, the participants in the experiment chose strangers, and therefore potentially threatening, people among the available ones. This indicates a decrease in the level of authority of parents for children in case of their early preparation for a meeting with fear. This is because children have a desire to personally face fear and experience it on their own.

The purpose of the study is to identify the link between fears acquired in childhood and stereotypical behaviour. The scientific originality of the study consists in satisfying the needs of psychologists in the educational and social fields, and teachers in the theoretical basis for implementing an approach to preserving the psychological and mental health of minor children in crisis periods.

MATERIALS AND METHODS

Both theoretical and practical application methods were used in the study. Theoretical research methods include analysis, synthesis, generalisation, comparison, and classification.

The empirical study was conducted on a sample of 130 people aged 21 to 49 years (mean age 32 years), including 71 women and 59 men. The following methods are used to effectively evaluate the relevant parameters. D. McLain's Multiple Stimulus Types Ambiguity Tolerance Scale-I (MSTAT-1) provided an opportunity to analyse the response to the perception of uncertain stimuli of various types. In this method, attention is paid to the establishment of ambiguity as a characteristic feature of insufficient information about a particular situation. The questionnaire contains 22 items that reflect the attitude of the individual to the manifestations of uncertainty, and clear regulation and predictability of life. Survey participants answered the proposed questions using a 7-point Likert scale, in which a score of 1 characterises the option "absolutely disagree", 4 – "something in between", 7 – "absolutely agree". The questionnaire allowed quantitative indicators to determine the respondents' attitude to relevance; sudden changes in society; uncertain events and the overall score of tolerance for uncertainty [2].

$$\text{Stereotyping index} = \frac{\text{IU (intolerance for uncertainty)}}{\text{TU (tolerance for uncertainty)}} \quad (1)$$

The author's questionnaire was developed and implemented to investigate and analyse childhood fears, which features a questionnaire describing 42 fears characteristic of the consciousness of children and adolescents. Their list was compiled preliminarily by an examination of primary sources, during which, interviews on childhood fears were organised and conducted. During the interview, participants named 2-4 fears and described them in detail. Thus, due to preliminary planning and registration of the list of fears, it is possible to cover a broader phenomenological plane and identify fears that were not mentioned during the interview [2].

RESULTS

Since the stereotyping factor is directly related to the processes of tolerance and intolerance, an empirical study is designed to establish the existence of a relationship between these indicators. The study of tolerance for uncertainty was conducted using the MSTAT-I method, compared with standard indicators. The survey averages obtained were lower than those obtained during standardisation. This factor is explained by age characteristics since older people do not react so vividly to uncertain situations when compared with young people. Notably, tolerance for uncertainty has cultural and social characteristics. Contact with uncertainty creates anxious reactions in the mind of a person and, considering the individual characteristics of people (age, characterological, and professional), some are prone to activation, while others, on the contrary, slow down and deepen into depressive states.

The new uncertainty tolerance questionnaire [10] is based on a three-factor model obtained empirically. The method allows thoroughly assessing the three main factors that explain the phenomenon of tolerance. The first factor contains 12 items and is characterised by the readiness and desire of the individual for changes, and transformations that form originality, enabling the development of unique ways to solve complex tasks and functions. In addition, it expresses the ability of the individual to independently go beyond the established limits. The second factor contains 13 items, from intolerance for uncertainty. It describes a person's motivation for order in the context of an attitude to the world and a negative attitude to uncertainty. This factor is characterised by strict compliance with the rules and principles, which in turn provide for a dichotomous division that includes "right and wrong" approaches, actions, and assessments. The third factor consists of 8 points that relate to interpersonal intolerance and uncertainty. It includes a person's desire to control human activity and relationships in the world [10]. This method allowed determining the stereotyping index, which proceeds from the fact that tolerance for uncertainty in the context of an integral human property should be characterised not by quantitative indicators, but by their ratio (Formula 1).

Results of T.V. Kornilova's uncertainty tolerance questionnaire allow for determining the indicator of intolerance as an independent scale associated with the manifestations of various psychological properties. Its essence is uncovered in the specific features of stereotypical trends that spread among people during the perception and interpretation of the environment, including life situations as a source of threat. During the analysis and processing of the results, it was identified that the indicators of tolerance and intolerance of one person can be equally high, low, or substantially different [10]. Therefore, tolerance for uncertainty in the context of an integral human property should be determined not only by the quantitative measures of these characteristics but also by their connection. Thus, a new indicator is derived – the stereotyping index, that is, the ratio of intolerance to tolerance. As for the diagnostic sample, the indicators do not differ substantially in men (1.16 ± 0.176) and women (1.16 ± 0.188).

Since the phenomenology of childhood fears is qualitatively analysed and investigated, special attention is paid to its continuation in the adult life of the individual. The data obtained are not well-known, but they allow for identifying and describing the goals of therapeutic intervention among a large list of psychological problems. The study of fears was conducted through the author's questionnaire in two stages: fears in childhood and fears that remained in adulthood. In the first stage, the responses of respondents with low emotional intensity prevailed. An important conclusion was that the prevalence and severity of childhood

fears are due to gender characteristics. Ultimately, it was female representatives who more often recalled the fears of childhood, which are characterised by a social nature. Among them are fears related to the health and well-being of relatives; fear of dissatisfaction on the part of parents; fear of getting negative marks in an educational institution, or making a mistake. The choice of this type of response was typical for about 60% of the total number of participants. Among men, more than half of the respondents noted that in childhood they had a fear of being left alone, for the health of their relatives, heights, and medical personnel, such as dentists. Important indicators were identified for fears of punishment, dissatisfaction of parents or other adults, which correlate with social anxiety about being late,

making mistakes, public speaking, and ridicule from peers. Indicators for these items range from 51% to 82% of the total sample of participants. Common in the choice by both women and men are fears of small animals, and darkness or nightmares, which usually correlate with fear of an imaginary monster [2].

Regarding the second stage of the survey, regarding fears that remain in adulthood, the results of the questionnaire give the following indicators (Fig. 1 and Fig. 2). Relevant fears in adulthood are fear for the lives of relatives and friends (46.9% in the total sample) because now this fear is already associated with one's own family. Fear for elderly parents (33.9% of the total sample). Fear of making a mistake or doing something wrong (32.3% of the total sample).

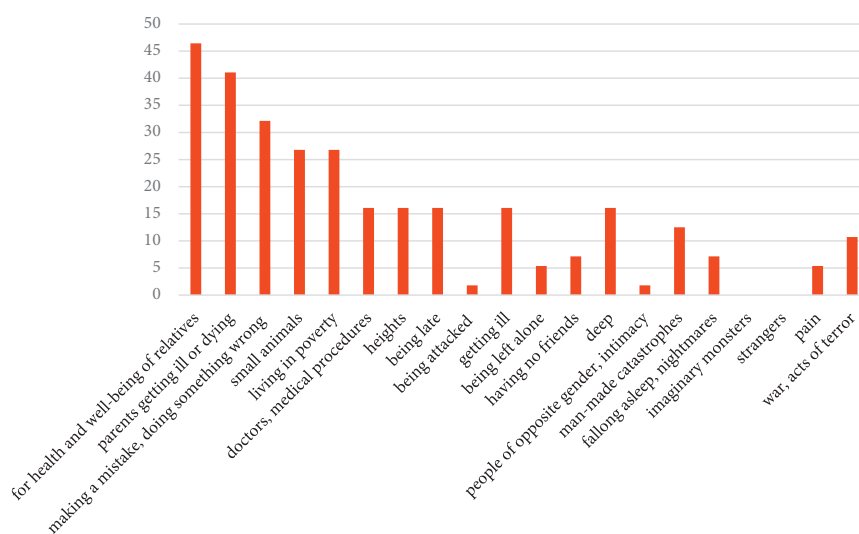


Figure 1. Graphic representation of the prevalence of childhood fears in adult life among men, in %

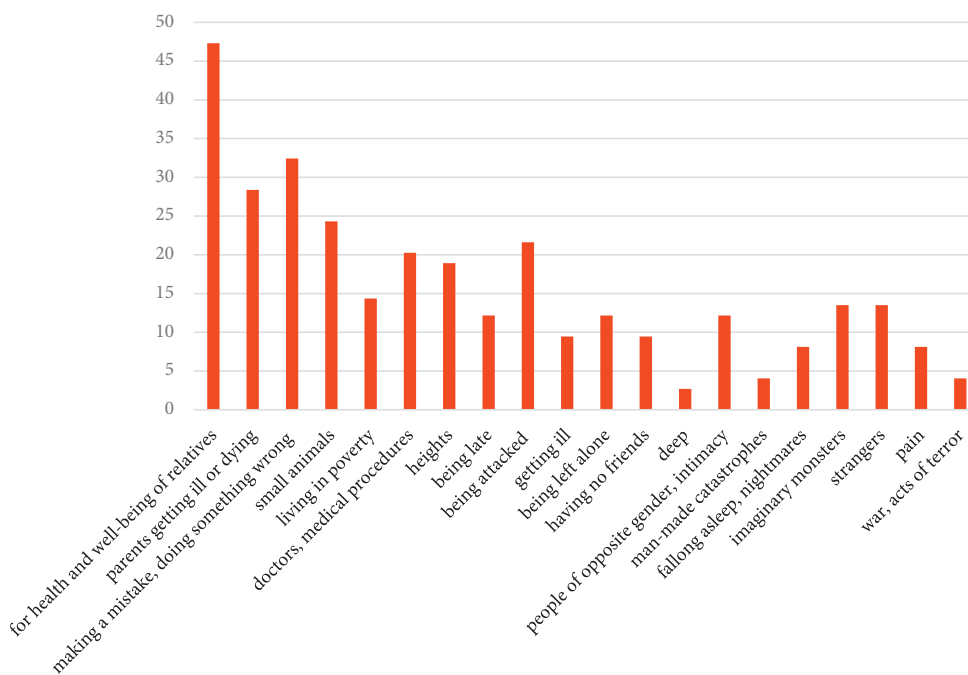


Figure 2. Graphic representation of the prevalence of childhood fears in adult life among women, in %

After analysing the results of the questionnaire, it is worth noting that childhood fears can be modified and rooted in the life of an adult through their long-term consequences. Therefore, according to this feature, fears can be arranged into four groups. The first is a group of fears that have a clearly negative impact. These are fears that are defined as childhood phobias (nightmares, fire, natural disasters, transportation). The second group is the absence of a substantial impact (daily fears, which include visiting doctors, donating blood, receiving injections, insects). This group of fears usually occurs in early childhood as instinctive-protective reactions and remains in the minds of individuals in the future. The third group includes fears that have an ambiguous impact, that is, they are characterised by both negative and positive results. The fourth group – fears that have a potentially stimulating effect. This group includes fears of social origin that develop during a person's education in school or in adolescence and remain for life. The manifestation of these fears is characterised by the development of tolerance for uncertainty. Therewith, there is a negative impact on the level of satisfaction with relationships that arise between individuals, personal anxiety and a tendency to codependent behaviour increase. Based on the type of fears, two indicators of the origin of fears are identified: social (those that, in addition to negative consequences, have a potentially developing effect that promotes adaptation by interiorising social norms) and destructive.

In the course of statistical data processing using the Pearson correlation coefficient, it was determined that the severity of constructive fear effectively correlates with the level of tolerance for uncertainty in T.V. Kornilova's questionnaire ($p \leq 0.01$). In this context, tolerance of controversial situations forms a fear associated with the discrepancy between a person's actions and social indicators. In turn, the fear of social inequality reflects the development and increase in the scope of responsibilities that concern the individual themselves ($p \leq 0.001$). Based on this, it can be argued that socially determined fears are characterised by fundamental differences in their adaptive capabilities. The predominance of constructive fears is manifested in a lack of rigidity and stereotypical behaviour. Both constructive and destructive fears are positively correlated with expressions of intolerance during interpersonal interaction. This is due to intolerance for manifestations of uncertainty and motivation for clarity about the process of establishing communication with third parties. An important role in the process of fixing such dependence is played by the prolongation of fears into adulthood [2].

Thus, these factors allow establishing that fears that arose in childhood are a source of stereotyping of a person during this interaction with the environment, in the perception of reality, and expression of emotions. Indicators of the manifestation of childhood and adult fears are characterised by a substantial negative ratio with the "intolerance" indicator of T.V. Kornilova's questionnaire. This is expressed in a decrease in the integral stereotype index. In particular, people who express a tendency to intolerance are characterised

by a smaller quantity and intensity of fear reactions. In addition, it is noted that the identical indicators of two more tools, the purpose of which is to analyse the level of stereotyping (MSTAT-I by D. McLain and tolerance-intolerance by T.V. Kornilova), reflect the ratio of both different importance and direction. This concludes that the tolerance-intolerance questionnaires taken in this scientific paper characterise various manifestations of psychic reality. In turn, fears of social origin depend on tolerance for uncertainty; they provide an increase in the level of demanding personality, reduce the level of self-perception, and also enable the development of codependent behaviour. The severity of any fears negatively affects the psychological perception of reality by an adult, causing a number of psychoemotional obstacles and even pathopsychological disorders.

DISCUSSION

The subject of fears can be considered in many ways because the emotion of fear can both mobilise a person to act, force them to respond to stimuli, demoralise, slow down any manifestations, and negatively affect all fields of a person's life. As part of this study, the analysis of fears is narrowed down to the emergence of stereotypical behaviour as a result of experienced childhood fears. All aspects of the study are considered alternately.

Focusing on the course and impact of fears, it is important to identify the causes of their occurrence and development. Personal and typological features of the nervous system and temperament characteristics are considered determinants of the manifestation of negative mental states. In relation to a number of social reasons, the conditions of upbringing in the family are distinguished, that is, the styles of parental attitude (hypersocialisation, rejection, etc.) toward the child. The occurrence of fears in childhood is associated with the level of anxiety of the child. Anxiety is understood as a negative emotion, which is expressed by a sense of uncertainty and the expectation of negative events. Like fears, it occurs in early childhood, when the child is alone for a long time, deprived of parental affection, fun games and, in general, attention from close adults. During the child's mental development, there are a number of age periods of hypersensitivity to fears. Special attention is paid to the fears of fictional objects (vampires, ghosts), temporary fears (animals, insects), and deep fears (loneliness). Over time, fear becomes a more complex feeling because it takes on different forms and types [11-13].

Thus, fears are a basic emotion and, if they are not lived through and resolved, they can disrupt the harmonious development of the individual, negatively affecting their formation. The consequences of fears are problems with socialisation, assimilation of maladaptive behaviours, and violations of both emotional and intellectual development, as they are interrelated. Destructive forms of behaviour are manifested by stereotyping actions that were formed under the influence of fears.

Stereotypes are pre-formed evaluative opinions about something [14]. Stereotypes are learned in the process of

socialisation, adopting the values, norms, rules, and attitudes of the society in which a person is located [15-17]. The family, as one of the social links, has a substantial impact on the development of the child and, considering the model of behaviour and upbringing in the family, the child learns certain information that is guiding them in the future. This is clearly demonstrated by gender stereotypes, where children are classified as “girls” and “boys” instead of being considered just “children”. Stereotypes are also fixed through a supportive behaviour model, that is, when a child performs a certain action, others can encourage them or

react negatively [18; 19]. For example, if a boy gets positive feedback every time he hits the ball, he will tend to repeat this behaviour. In turn, if he notices that some of his actions do not find the support of his parents, most likely the child will refrain from such behaviour in the future. Stereotypical roles are passed down from generation to generation through so-called differentiated socialisation, i.e. conventional roles such as “mother and housewife” for women and “father and breadwinner” for men. In most of these cases, adults are not aware of this when raising their children. Examples of gender stereotypes are displayed in Table 1.

Table 1. Examples of gender stereotypes

Girls	Boys
More obedient and strive to please others	Don't listen to instructions and are less attentive
Only like role-playing games, dolls, and caring for small children	Only interested in cars, trucks, and the process of building things
Quieter and more patient	More mobile
More prone to perfectionism and better at housework	Messier and less picky in the household
Get more toys, attractiveness of which is based on appearance	Usually get educational games that encourage active play
Have access to dolls and can take part in role-playing games, such as cook	Have access to active games, such as playing with toy cars and construction activities

Source: developed by the author of this study

Therefore, a child brought up by stereotypical models will have life difficulties in the future, because internal personal conflicts may arise due to dissonance between the needs of the individual and the requirements of society. For example, a boy grows up and dreams of becoming a ballet dancer, but the stereotypical attitudes that he learned in his parents' family do not allow him to follow the call of the soul, because “ballet is for girls”. Stereotypes affect various aspects of the lives of children, including academic success, career choice, attitudes to the distribution of family responsibilities, romantic relationships, perception of themselves and the world in general, expression of identity, etc. The investigation of stereotypes requires a thorough approach with an analysis of the causes and models of formation, mechanisms of work, and consequences.

In the structure of the stereotype, the following components are distinguished: emotional (positive or negative interpretation of signs) and cognitive, which determines the specific amount of knowledge about the element. It is important that in the stereotype, these objects are not characterised by stability, which is expressed in a frequent change in emotional properties. Stereotypes are filled with emotions, desires, beliefs, and are associated with fears, anxiety, or hope. The component that contributes to the activation of stereotypes is expressed in interaction with characteristic emotions. The prerequisites for the formation of stereotypes are contained in the past experience of the individual [20-22]. That is, there is an external action that does not cause any emotions – just a fact. As a result of personal impressions of this event, specific feelings are formed. As a result of repeating a certain similar event, a person identifies from their feelings what was already

associated with it. If this process is repeated several times, a certain belief is formed and fixed. In the future, the person pays attention to all the important “factors” that characterise and confirm this belief, which in turn allows for consolidating the “image – emotion” system. The formation of an emotional stereotype in a person's mind provokes the emergence of a contradiction between emotions and social factors of their reflection [4].

Interesting is the research devoted to the relationship between stereotypes and the procedure for perceiving and analysing social events or elements. It is investigated that stereotypes provoke an evaluative characteristic when an active mechanism of data exchange between subjects of different categories is conducted. Based on the theory of the functioning of stereotypes, its practical limits are defined and certain facts are established. Firstly, individuals easily express a willingness to describe ethnic groups or social groups with undifferentiated traits. Secondly, such indicators are characterised by stability over a long period of time. Thirdly, stereotypes of social origin can change as a result of the influence of social, economic, or political factors. Fourthly, stereotypes are fixed at an early age and are used by children long before they form clear ideas about the categories of people they relate to. In addition, stereotypes of social origin do not have a substantial negative impact, if there are no contradictions in the relations between social categories [5].

Stereotypes are characterised by emotional intensity, and this property polarises the element in the attention of the person. First, stereotypes belong to the list of cognitive objects that form and provide a positive “self-image”. An interesting idea is that the stereotype is both a schematisation

and a guarantee of personal self-respect; a reflection of one's own emotions and attitude to the outside world [5]. Secondly, the dynamism of the emotional background is characterised not only by the motive of providing a positive "self-image" but also the observance of value orientations that relate to the interiorised benefits and interests of a certain category of persons [23]. It is noted that the nature of the stereotype expresses important features, namely stability, duration of existence. The emotional basis of stereotypes

is a complex of negative experiences, states, and feelings. The dominant emotions are fear, feelings of shame, guilt, resentment, anger, irritation, aggression, sadness, etc. This complex is usually unconscious and is an integral factor that negatively affects interpersonal relationships because it provokes an increase in the level of emotional tension, distrust, and alienation in the individual. The general characteristics of the emotional component of interpersonal interaction stereotypes are presented in Table 2.

Table 2. Characteristics of interpersonal interaction stereotypes

Stereotype	Feature
Misunderstanding	People do not understand each other's behaviour and goals, creating emotional tension. It is expressed by emotional instability and aggressiveness
Domination	The desire to control and manage relationships, and demonstrate one's own superiority. It is characterised by optimism, combined with emotional instability, fear, tension, and aggression
Submission to the "strong"	The tendency not to express own desires and prefer the positions and ideas of others. It is reflected in the fear of being left alone in the future, increased anxiety, suspicion, and a tendency to self-blame
Search for the "guilty"	It is expressed in criticism, condemnation, and complaints, hostility towards others.
Picky attitude to "friends" and "strangers"	It is manifested in justifying a certain category of persons and accusing others. It is characterised by suspiciousness, anxiety, and vulnerability
Aggressive suppression of the "weak"	The aggressor attacks those who are weaker than them. Attacks occur in the form of shouting, scandal, insults, and beatings. It is characterised by defensive aggressiveness, a sense of hostility, and increased vulnerability
"Victim"	It is characterised by the position of the object of suppression or aggressive attack, dependence on unfavourable external conditions, certainty in misfortune, poverty, and pain. It can affect the increase in anxiety, fear for the future, and the development of emotions of emptiness and frustration
Avoidance	It is manifested in the desire to avoid painful contacts, characterised by increased anxiety, irritability, and anger

Source: developed by the author of this study

Thus, having analysed the subject of stereotypes more thoroughly, it is worth noting that stereotypes that were learned in childhood are quite negatively reflected in adult life. Therefore, it is worth considering and analysing the factors under the influence of which stereotypes are formed. First of all, these are patterns of behaviour in the parent family because it is the parents who are the role model for children. Therefore, it is important to focus on the methods of psychoprophylaxis of childhood fears and psychocorrection, if the fears have already arisen [24]. Psychoprophylactic work should be conducted in the following areas: organisation of activities for children that take place using dialogue, game approaches to interaction, and introspection and development of effective means of emotional response; cooperation with parents, for the timely implementation of preventive measures for negative psychoemotional states in adolescents (lectures, individual or group classes); preventive measures among the educational staff (organisation of seminars, lectures, meetings) to correct destructive styles of pedagogical communication and training in working with children, which are characterised by the expression of negative mental states and emotions. As for psychocorrective work, it can include both individual and group forms of interaction, psychohymnastics, projective drawing, modelling, positive reinforcement,

methods of modelling the situation, storytelling and musical therapy. The most effective methods can be recognised as psychohymnastic exercises for relaxation, response, and consolidation of positive behaviour patterns [11]. The consequence of stereotypical parenting is perfectly illustrated by the description of a person defined as an "authoritarian personality". The source of its formation and development is the principles fixed during child education, in particular, the specific features of interaction and relations with parents. In addition, it was identified that a substantial part of authoritarian people were characterised by strict discipline, and harsh disciplinary actions on the part of parents to fully control children and avoid possible manifestations of wrong behaviour.

CONCLUSIONS

Fear is a basic human emotion that is activated as one of the first in early childhood and accompanies at all age periods, performing extremely important social and psychological functions. The issue of analysing fears is important in the emotional field of the individual, because fears affect their structure, form character, consolidate behaviour patterns, and regulate social relations. It is not advisable to ignore the positive functions of fear – emotions, namely the signal function. However, as a method of education, fear

is a destructive emotion that disrupts the harmonious development of the individual. Education out of fear leads to the consolidation of obsessive stereotypes, which are quite clearly manifested in adulthood. This can also be seen in gender stereotypes, when family or social roles are clearly distributed by default, ignoring the needs of a person. Stereotypes create qualitative components in the understanding and perception of a person, which are very difficult to influence, in particular, to deform them, since they are characterised by a clear development, which usually occurs by a person without their awareness of this process. Stereotypes play an important role in the formation of consciousness, as they can simultaneously reflect both the social and psychological foundations of its development. Stereotypes are accompanied by acute interpersonal and intergroup conflicts, which is why it is important to notice them in oneself in time and change them so that they are not passed on to children or other people. Stereotypes also have positive functions, for example, when they act as a solution to a number of problems for a person and do not suppress their individuality.

The main study was aimed at establishing a link between childhood fears and the processes of tolerance and intolerance as an important factor in the emergence of the stereotyping mechanism. According to the results of the study, a positive relationship was established between the indicators, which proves the initial hypothesis. It is also important to note that, according to the method of identifying fears, the results among women and men differ substantially, which indicates stereotyping in upbringing. Fears that children experience in childhood and do not live through safely for themselves, take root and affect the formation of the psychological well-being of a person, causing a number of psychological problems. The analysed sources of information clearly indicate the need for further study and empirical research on the formation and manifestations of the emotional field in the life of an individual. From a perspective standpoint, the study of ways to eliminate stereotypical behaviour of parents and models of parenting in post-Soviet countries as a way to solve the problem of developing mental and psychological disorders in childhood can be of great practical importance.

REFERENCES

- [1] Babarykina, I.V. (2011). *Psychological features of the age dynamics of the school fears in the educational activity of schoolchildren* (PhD thesis, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine).
- [2] Potonska, O. (2020). The influence of children's fears on adult tolerance. *Bulletin of Taras Shevchenko National University of Kyiv. Series "Psychology"*, 1(11), 52-57. doi: 10.17721/BSP.2020.1(11).10.
- [3] Muntoni, F., & Retelsdorf, J. (2019). At their children's expense: How parents' gender stereotypes affect their children's reading outcomes. *Learning and Instruction*, 60, 95-103. doi: 10.1016/j.learninstruc.2018.12.002.
- [4] Kulynych, I.V. (2015). The nature of the emotional content of the stereotypes. *Visnyk of Kharkiv State Academy of Culture*, 46, 206-214.
- [5] Blinova, O.E. (2013). The role of social stereotypes in the regulation of individual behavior. *Scientific Bulletin of V. O. Sukhomlynskyi Mykolaiv National University. Psychological Sciences*, 2(10), 37-41.
- [6] Gerdes, A.B.M., Fraunfelder, L.-A., Braband, M., & Alpers, G.W. (2022). Girls' stuff? Maternal gender stereotypes and their daughters' fear. *Frontiers in Psychology*, 12, article number 741348. doi:10.3389/fpsyg.2021.741348.
- [7] De Vente, W., Majdandžić, M., & Bögels, S.M. (2022). Intergenerational transmission of social anxiety in childhood through fear of negative child evaluation and parenting. *Cognitive Therapy and Research*, 46, 1113-1125. doi: 10.1007/s10608-022-10320-1.
- [8] Radanović, A., Micić, I., Pavlović, S., & Krstić, K. (2021). Don't think that kids aren't noticing: Indirect pathways to children's fear of COVID-19. *Frontiers in Psychology*, 12, article number 635952. doi: 10.3389/fpsyg.2021.635952.
- [9] Fields, A., Silvers, J.A., Callaghan, B.L., VanTieghem, M., Choy, T., O'Sullivan, K., & Tottenham, N. (2022). Fear modulates parental orienting during childhood and adolescence. *Journal of Experimental Child Psychology*, 221, article number 105461. doi: 10.1016/j.jecp.2022.105461.
- [10] Kornilova, T.V. (2010). Tolerance-intolerance of ambiguity new questionnaire. *Psychological Journal*, 31(1), 74-86.
- [11] Kaminska, O.V., & Hromyk, N.V. (2018). Childhood fears problem in works of national and international researchers. *Psychological Journal*, 14(4), 86-104. doi: 10.31108/2018vol14iss4.
- [12] Cvencek, D., Meltzoff, A.N., & Greenwald, A.G. (2011). Math-gender stereotypes in elementary school children. *Child Development*, 82(3), 766-779. doi: 10.1111/j.1467-8624.2010.01529.x.
- [13] Crowell, J., Keluskar, J., & Gorecki, A. (2019). Parenting behavior and the development of children with autism spectrum disorder. *Comprehensive Psychiatry*, 90, 21-29. doi: 10.1016/j.comppsy.2018.11.007.
- [14] Piterova, A.Yu., & Teterina, E.A. (2016). Social stereotypes: The characteristics of the formation and study. *Science. Society. State*, 4(1), 103-110.
- [15] Freyd, Z. (2016). *Psychoanalysis of children's fears*. Saint Petersburg: Azbuka.
- [16] Martinot, D., Bages, C., & Desert, M. (2012). French children's awareness of gender stereotypes about mathematics and reading: When girls improve their reputation in math. *Sex Roles*, 66(3-4), 210-219. doi:10.1007/s11199-011-0032-3.
- [17] Low, L., & Purwaningrum, F. (2020). Negative stereotypes, fear and social distance: A systematic review of depictions of dementia in popular culture in the context of stigma. *BMC Geriatrics*, 20, article number 477. doi: 10.1186/s12877-020-01754-x.

- [18] Osin, E.N. (2010). Factor structure of the Russian version of D. McLain's general tolerance to uncertainty scale. *Psychological Diagnostics*, 2, 65-86.
- [19] Pansu, P., Regner, I., Max, S., Cole, P., Nezlek, J.B., & Huguet, P. (2016). A burden for the boys: Evidence of stereotype threat in boys' reading performance. *Journal of Experimental Social Psychology*, 65, 26-30. doi: 10.1016/j.jesp.2016.02.008.
- [20] Régner, I., Steele, J., Ambady, N., Thinus-Blanc, C., & Huguet, P. (2014). Our future scientists: a review of stereotype threat in girls from early elementary school to middle school. *Revue Internationale de Psychologie Sociale*, 27(3-4), 13-51.
- [21] Nowicki, E.A., & Lopata, J. (2017). Children's implicit and explicit gender stereotypes about mathematics and reading ability. *Social Psychology of Education*, 20(2), 329-345. doi: 10.1007/s11218-015-9313-y.
- [22] Government of Quebec. (n.d.). *Effects of stereotypes on personal development*. Retrieved from <https://www.quebec.ca/en/family-and-support-for-individuals/childhood/child-development/effects-stereotypes-personal-development>.
- [23] Muntoni, F., Wagner, J., & Retelsdorf, J. (2021). Beware of stereotypes: Are classmates' stereotypes associated with students' reading outcomes? *Child Development*, 92(1), 189-204. doi: 10.1111/cdev.13359.
- [24] Olson, K.R., & Enright, E.A. (2018). Do transgender children (gender) stereotype less than their peers and siblings? *Developmental Science*, 21(4), article number e12606. doi: 10.1111/desc.12606.

Тетяна Дмитрівна Щербан, Ірина Іванівна Брецько, Вікторія Степанівна Варга

Мукачівський державний університет
89600, вул. Ужгородська, 26, м. Мукачево, Україна

Формування стереотипів поведінки людини під впливом дитячих страхів

Анотація. Актуальність дослідження зумовлено наявністю залежності, що виникає між емоційним та інтелектуальним розвитком особистості. Негативні зміни в процесі емоційного розвитку людини призводять до того, що вона не здатна використовувати інші структури, зокрема інтелект, а отже, і гармонійного розвиватися. Як базова емоція, страх – невід’ємна ланка в емоційній сфері, так само як емоція радості, суму та гніву. Страх виконує захисну функцію, однак і руйнує особистість, якщо він ірраціональний. Емоція страху, виникаючи в дитячому віці, здатна закріпитись та трансформуватись у більш гострі вияви, тобто у фобійні розлади. Особистість формується під впливом суспільства, тож дуже важливу роль у її розвитку відіграють моделі виховання в родині та ті установки й приписи, які людина засвоює з дитинства. У дорослому віці ці моделі проявляються у формі стереотипної поведінки, яка значною мірою впливає на якість життя людини. Тож важливо прояснити, яким чином дитячі страхи здатні впливати на особистість в дорослому віці. Мета цієї роботи – установити зв’язок між дитячими страхами та стереотипною поведінкою. Задля досягнення мети використано низку методів та методик, серед яких теоретичні (аналіз, синтез, узагальнення) та практичні (Шкала толерантності до неоднозначності кількох типів стимулів Д. МакЛейна; опитувальник толерантності до невизначеності Т. В. Корнілова; анкета-опитувальник дитячих страхів). Результати дослідження свідчать, що в разі коли людина не може безпечно прожити страхи в дитинстві, вони мають вплив на психологічний добробут особистості, що спонукає до формування психологічних проблем. Доведено, що внаслідок гендерних стереотипів у вихованні сформовані в дитинстві чоловічі й жіночі страхи помітно відрізняються. Водночас зазначено, що окремі стереотипи мають позитивне значення в житті людини, якщо вони не пригнічують її психологічний розвиток. Матеріали дослідження будуть корисними для практичних психологів сфери освіти, соціальної сфери та для педагогів

Ключові слова: емоційна сфера, моделі поведінки, поведінка, емоції, особистість, страхи