

## Features of The Family Context in the Emergence of Anxiety in Adolescence

## Características del contexto familiar en el surgimiento de la ansiedad en la adolescencia

Gulnara Hasanova\* 

Department of Pedagogy and Psychology of the Baku Slavic University, Baku, Azerbaijan  
ORCID: <https://orcid.org/0000-0002-9344-1352>

Received 07-17-20 Revised 08-01-20 Accepted 09-29-20 On line 09-30-20

### \*Correspondence

Email: [gulya\\_psy@mail.ru](mailto:gulya_psy@mail.ru)

### Cite as:

Hasanova, G. (2020). Features of The Family Context in the Emergence of Anxiety in Adolescence. *Propósitos y Representaciones*, 8 (SPE3), e783. Doi: <http://dx.doi.org/10.20511/pyr2020.v8nSPE3.783>

## Summary

The article reveals the current problems of the modern family, in which the relationship and behavior of parents are a factor in the formation of emotional instability and anxiety in adolescents. At the present stage of development of society, the study of psychological and pedagogical conditions for reducing the level of anxiety in adolescents is relevant, since a high level of anxiety reduces school performance, has a negative impact on the development and formation of a teenager's personality. In this regard, the study of this problem and the development of programs aimed at reducing anxiety is relevant. Comprehensive measures carried out by psychologists with parents and students make it possible to organize a timely diagnostic examination, followed by the introduction of corrective and preventive programs aimed at creating a favorable psychological climate, both in the school community and in the families of teenagers. The experimental part of the study revealed the relationship between the type of family education and the development of anxiety in this age group. High levels of anxiety were identified on indicators of General school anxiety, the relation between the anxiety scale and the "authoritarian giperstimulyatsia" (for methodology A. Y. Varga and V. V. Stolin), and also high indicators on scales "the instability of parenting style" and "dominant giperprodukcia" (ASV method E.Eidemiller). The results of our empirical research allow us to conclude that the psychological climate in the family is the most important factor in the favorable psycho-emotional development of children of this age category. The use of the wrong style of family education encourages the formation of emotional instability and anxiety in adolescents, which affects the overall emotional background and the learning process.

**Keywords:** aggression, parenting, hyperprotection, diagnosis, correction, adolescent, prevention, self-esteem, family, fear, anxiety, emotional instability

## Resumen

El artículo revela los problemas actuales de la familia moderna, en la que la relación y el comportamiento de los padres son un factor en la formación de inestabilidad emocional y ansiedad en los adolescentes. En la etapa actual de desarrollo de la sociedad, el estudio de las condiciones psicológicas y pedagógicas para reducir el nivel de ansiedad en los adolescentes es relevante, ya que un alto nivel de ansiedad reduce el rendimiento escolar, tiene un impacto negativo en el desarrollo y formación de la personalidad del adolescente. En este sentido, el estudio de esta problemática y el desarrollo de programas dirigidos a reducir la ansiedad son relevantes. Las medidas integrales llevadas a cabo por los psicólogos con los padres y estudiantes permiten organizar un examen diagnóstico oportuno, seguido de la implementación de programas correctivos y preventivos orientados a crear un clima psicológico favorable, tanto en la comunidad escolar como en las familias de los adolescentes. La parte experimental del estudio reveló la relación entre el tipo de educación familiar y el desarrollo de ansiedad en este grupo de edad. Se identificaron altos niveles de ansiedad en los indicadores generales de ansiedad escolar, la relación entre la escala de ansiedad y "giperstimulyatsia autoritaria" (para las metodologías AY Varga y VV Stolin), y también altos indicadores en las escalas de "inestabilidad del estilo parental". e "hiperproducción dominante" (método ASV E. Eidemiller). Los resultados de nuestra investigación empírica nos permiten concluir que el clima psicológico en la familia es el factor más importante en el desarrollo psicoemocional favorable de los niños de este grupo de edad. El uso de un estilo incorrecto de educación familiar estimula la formación de inestabilidad emocional y ansiedad en los adolescentes, lo que afecta el trasfondo emocional general y el proceso de aprendizaje.

**Palabras clave:** agresión, crianza de los hijos, hiperprotección, diagnóstico, corrección, adolescente, prevención, autoestima, familia, miedo, ansiedad, inestabilidad emocional

## Introduction

In the literature that deals with the problem of adolescence, very often there is a contradiction of this period, characterized by further socialization, psychophysiological changes, the development of the need for communication, the absence of which leads to more complex problems, characterized by rejection of the adolescent, bullying by peers, insults, aggression, both verbal and physical. The following fact cannot be overlooked, as noted by Kraig G. "The need for autonomy and independence that occurs in adolescents usually leads to some conflicts in the family, a growing need to communicate with parents in the process of solving certain problems. The family retains a strong influence on teenagers, although their relations with their relatives are complicated" [Kraig G., 2005].

The family is an important component that connects the child with the world around them and forms important life values. All negative tendencies that arise in the family, conflicts between spouses, affect the child's personality and lead to changes in his emotional sphere, violations in his behavior. Rice F. makes the case: "in parents who care and show interest in their children, teenagers are more likely to have high self-esteem" [Rice F., 2012].

Speaking about the degree of research of the problem, it should be noted that the merit in the consideration and understanding of anxiety in psychology was introduced by psychoanalysts, who considered it as an innate property of the personality, an inherently human condition associated with the presence of traumatic situations, danger that leads to the formation of this condition in a child.

The works of scientists working in this field are distinguished by a variety of approaches to the consideration of the concept of anxiety, its causes, types, and obtained empirical data related to different aspects of this problem: V. M. Astapov [Astapov V. M., 2008], Y.A. Zaitsev [Zaitsev Y.A., 2006], A.V. Miklyaeva, P. V. Rumyantsev [Miklyaeva A.V., Rumyantsev P. V., 2004], R. V. Ovcharova [Ovcharova R. V., 2005], A.M. Prikhojan [Prikhojan A.M., 2007], C.H. Spielberger [Spielberger C.H., 2008]. "Anxiety is "a stable personality trait that manifests itself as a tendency, predisposition to a state of anxiety in various situations that are not objectively threatening" [Spielberger CH., 2008].

Defining the mechanism of consolidation and strengthening of anxiety, K. R. Sidorov presented it as a "closed psychological circle", leading to the accumulation and deepening of negative emotional experience, which, in turn, generates negative prognostic assessments and determining the modality of actual experiences, contributes to the increase and preservation of anxiety [Sidorov K. R., 2013].

The analysis of psychological and pedagogical literature allows us to identify the following causes of anxiety in adolescence: internal conflict; low self-esteem, difficulties in relationships with peers; school problems; the formation of psychasthenic character accentuation, the wrong type of education.

Identifying the role of the family in the emergence of neurosis, fear and anxiety in children and adolescents was the subject of research by Russian scientists: A. Y. Varga [Varga A. Y., 2007], M. P. Gavrilova [Gavrilova M. P., 2002], Y.B. Gippenreiter [Gippenreiter Y. B., 2016]. A. S. Spivakovskaya [Spivakovskaya A. S., 2000].

As noted by Gippenreiter Y. B. "the Child is born small, weak and defenseless. He survives, and becomes human only with the participation of an adult. The desire for human contact with parents is inherent in the child" [Gippenreiter Y. B., 2016].

The relationship between the social status of the family (full or incomplete) and the development of adolescent anxiety was the subject of research by several authors: M. M. Dzhabrailova and M. M. Dalgatov [Dzhabrailova M. M, and Dalgatov M. M., 2018], M. V. Danilova [Danilova M. V., 2014].

If we take modern trends in the study of the phenomenon of anxiety in the adolescent environment, today science offers a wide variety of research, which are reflected in publications, are the subject of discussions at annual conferences. Thus, the socio-psychological analysis of the determinants of anxiety in adolescents, the problem of social anxiety in the gender aspect, its

connection with gender identity is the subject of research by T. S. Pavlova, A. B. Kholmogorov [Pavlova T. S., Kholmogorov A. B., 2014], who experimentally proved that "there are no differences in the severity of social anxiety in adolescent boys and girls".

Social anxiety from the point of view of manifestation of psychological protection from the environment are considered in the works of T. A. Bulatov, E. I. Chernykh [Bulatova T. A., Chernykh E. I., 2010], developing new, adapted for the modern teen sample of existing methods for working with adolescents E. N. Klimenkova E. N., A. B. Kholmogorova [Klimenkova E. N., Kholmogorova A. B., 2017].

The role of the family in the socialization of the individual, styles of family education and their influence on the formation of difficulties in self-realization, leading to the appearance of anxiety-subject of research: S. A. Ambalova [Ambalova S. A., 2015], N. V. Karnatskaya [Karnatskaya N. V., 2017]

Great interest has been shown in this issue abroad as well: Khalid-Khan S., Santibanez M., McMicken C. [Khalid-Khan S., Santibanez M., McMicken C., 2009], Murray L., Creswell C. Cooper P. [Murray L., Creswell C. Cooper P., 2009], Nevo G., Manassis K. [Nevo G., Manassis K., 2009], Lewinsohn, P.M. [Lewinsohn, P.M., 1998], Mallet P., Rodriguez-Tome G. [Mallet P., Rodriguez-Tome G. , 1999].

Azerbaijani scientists have made a certain contribution to the development of this problem. The monographic research of N. Z. Chalyabiev [Chalyabiev N. Z., 2015], devoted to family problems, contains valuable practical material that helps psychologists in both consulting and diagnostic work with families. Family issues, conflicts in the family and ways to resolve them, the impact of family problems on the development of children's anxiety, fears and aggression features of psychodiagnostic, psychoprophylactic work of a psychologist with families became the object of research by another Azerbaijani psychologist L. M. Gurbanova [Gurbanova L. M., 2012].

It is the family that provides a sense of security, instills in the child knowledge about ways to respond to external influences. In the process of child development, models of family education, styles of parenting are also manifested in the situation of overcoming the child's psychological problems, based on the strategy of behavior that he has developed in the family.

In psychology, there are several types of improper parenting, including: type a parenting (rejection, emotional rejection, the parent's desire to completely subordinate the child to their requirements, strict control); type B parenting (hyper-socializing) - excessive guardianship, concentration of the parent's attention on the success of their child, the desire to see him successful; type b (egocentric) education is a very dangerous type of education, in which the parent's child is an idol, the scale of attention to the child is unreasonably inflated, which leads to problems in the adolescent's desire to be independent [Posysoev N. N., 2004].

**2. The purpose of our research** is to study the family factor as an important source of anxiety formation in adolescents, which involved solving the following **tasks**: determining the types of anxiety in adolescents; identifying the characteristics of parental attitudes and types of family education; determining the correlation of indicators of anxiety with the type of education.

**3. The object of the study:** emotional instability of adolescents (anxiety) and types of family education

**4. The subject of the study:** to identify the features of family education, followed by determining the relationship between the type of family education and anxiety,

The purpose of the study was to identify the features of family education, with the subsequent determination of the relationship between the type of family education and anxiety, as well as the introduction of preventive programs in the work of the psychologist, which make the educational process as effective as possible, taking into account the individual's individual and age characteristics at each stage of its formation and development.

## 5. Research methods.

“The scale of the personal disturbance for students” by A.M.Prikhojan, questionnaire of parental attitude by A. Y. Varga and V. V. Stolin, questionnaire "Analysis of family relationships" by E. G. Eidemiller. When processing and interpreting the results of the conducted empirical research, the computer program SPSS and methods of mathematical statistics were used.

**6. The assumptions of the study:** There is a close connection between the types of family education and the manifestation of anxiety and emotional instability in adolescents.

**7. The number of those who participated in the study.**

The experimental part of the work was carried out in the city of Baku, on the basis of several school institutions. The sample included 870 respondents of both sexes, of which: the experimental group: 227 (119/108) respondents and their families, the control group was 208 respondents (108/100). The study was carried out in several stages: diagnostic, which involved collecting information, obtaining indicators using the above methods. Based on the data obtained, a program for teenagers and their families was prepared and implemented. Repeated diagnostics were performed to confirm the effectiveness of the implemented program.

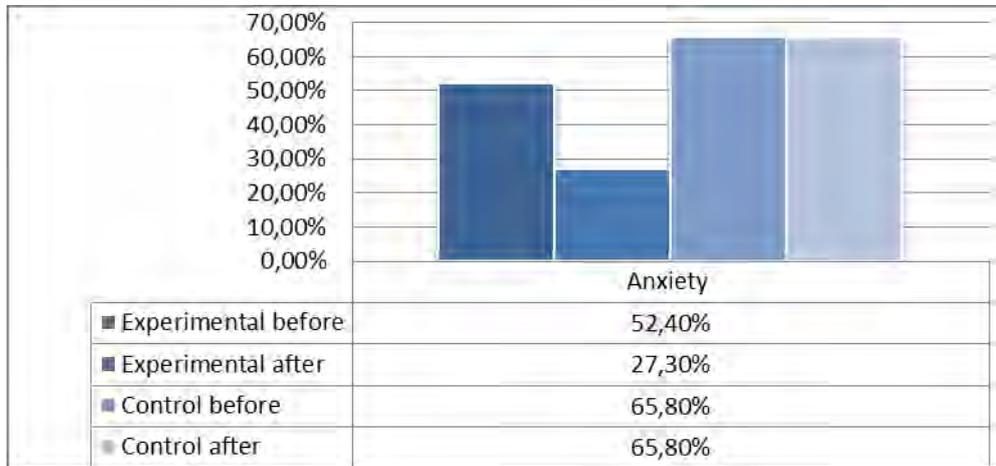
**8. Results**

Results of the study on anxiety indicators in an experimental group of 227 respondents, 119 (52.4%) 63/56 had high indicators of anxiety. School anxiety was in the first place-44(36.9%): 24/20, then General anxiety - 26(21.8%): 13/13, in the control group, anxiety out of 208 was detected in 137 respondents, which was 65.8%: 64/73, as well as in the experimental group, high indicators were presented on the scale: school 46(33.6%): 2/19 and General anxiety 35 (25.5%): 18/17.

Then we identified the features of the parent relationship and analyzed family relationships: the questionnaire of the parent relationship of A. Y. Varga and V. V. Stolin and the questionnaire "Analysis of family relationships" by E. G. Eidemiller. After that, the results were correlated by indicators of anxiety and methods that determine family relationships. Due to the fact that the results indicated the need to work with both teenagers and parents, at the next stage of our research, we prepared a special program to correct anxiety in adolescents and improve relationships in the families of the respondents. After performing the correction work, we performed repeated diagnostics and verified the reliability of the results obtained before and after the correction work using statistical data processing methods using the procedures of the SPSS computer program. Statistical tables were compiled based on the application of the "T - test" for independent samples. To compare the average indicators of two independent samples, the Student's test-t test was used. It allowed us to identify changes in indicators before and after correction of anxiety, the influence of types of family upbringing and parental attitude on the formation of these indicators in respondents. The results obtained before and after corrective work with respondents are presented below:

**Histogram 1.**

*Indicators of «anxiety» before and after correction in the experimental and control groups*



As can be seen from the data obtained, the indicators in the experimental group were significantly reduced, which is not true for the control group. After corrective measures, positive dynamics were revealed: anxiety remained in 66 (27.3%): 32/34 respondents. In terms of gender, anxiety was dominant in male respondents. In the control group, anxiety was detected in 137 respondents, which was 65.8%: 64/73, no changes were detected. Statistical data showed the effectiveness of the work done, which is reflected in the tables below.

**Table 1.**

*Levels of «anxiety» before and after the correction Independent Samples Test*

	Levene's Test for		T-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Interval of the Difference 95%	
								Lower	Upper
Before correction	23.468	.000	2.873	433	.004	.134	.047	.042	.227
after the correction	5.047	.025	8.230	433	.000	.368	.045	.280	.456

Comparison of indicators showed changes in indicators in the experimental group:  $\bar{y}_1 = 1.52$  v  $\bar{y}_2 = 1.29$ .

**Table 2.***Indicators of «anxiety» before and after correction (Paired Samples Statistics)*

		Paired Samples Statistics			
Group		Mean	N	Std. Deviation	Std. Error Mean
Control	Before correction	1.66 <sup>a</sup>	208	.475	.033
	after the correction	1.66 <sup>a</sup>	208	.475	.033
Experimental	Before correction	1.52	227	.501	.033
	after the correction	1.29	227	.455	.030

a. The correlation and t cannot be computed because the standard error of the difference is 0.

In the experimental group, in contrast to the control group, there was a significant difference at both stages, which was significant at the level of 0.01 ( $P = 0.000$ ).

**Table 3.***«Anxiety» indicators before and after correction Paired Samples Test*

		Paired Samples Test <sup>a</sup>					t	df	Sig. (2-tailed)
Group		Paired Differences			Confidence Interval of the Difference 95%				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Experimental	Before and after correction	.233	.424	.028	.178	.289	8.297	226	.000

a. No statistics are computed for one or more split files

Indicators that reveal the relationship between anxiety and parental attitude indicators are distributed as follows:

**Table 4.***Indicators of parental relationship (method A. Y. Varga and V. V. Stolin) Independent Samples Test*

		Independent Samples Test	
		Levene's Test	t-test for Equality of Means

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Interval of the Difference 95%	
								Lower	Upper
Before correction	2.439	.119	.821	433	.412	.136	.165	-.189	.461
after the correction	16.686	.000	1.927	433	.055	.299	.155	-.006	.603

In adolescents, the type of parental relationship both before and after correction did not differ much and had no statistical significance at the level of 0.05 ( $P=0.412$  and  $P=0.055$ ), which made us need to further investigate the effectiveness of correction using the method of "comparison of paired samples" ("T-test"), which is reflected in the tables below.

**Table 5.**

*Indicators of parental relationships (method A. Y. Varga and V. V. Stolin) before and after (Paired Samples Test)*

Groups		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Control	Before correction	5.88 <sup>a</sup>	208	1.787	.124
	after the correction	5.88 <sup>a</sup>	208	1.787	.124
Experimental	Before correction	5.75	227	1.660	.110
	after the correction	5.59	227	1.403	.093

a. The correlation and t cannot be computed because the standard error of the difference is 0.

As you can see from the table, the indicators in the control group do not differ ( $\bar{x}_1 = 5.88$  vs  $\bar{x}_2 = 5.88$ ), and in the experimental group they indicate successful work ( $\bar{y}_1 = 5.75$  и  $\bar{y}_2 = 5.59$ ). Indicators in the experimental group have statistical significance at the level of 0.01 ( $P=0.000$ ).

**Table 6.**

*Indicators before and after correction (experimental group) Paired Samples Test*

Groups		Paired Samples Test <sup>a</sup>						
		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Confidence Interval of the Difference			
Lower	Upper							
Experimental	Before and after correction	.163	.627	.042	.081 .245	3.914	226	.000

a. No statistics are computed for one or more split files

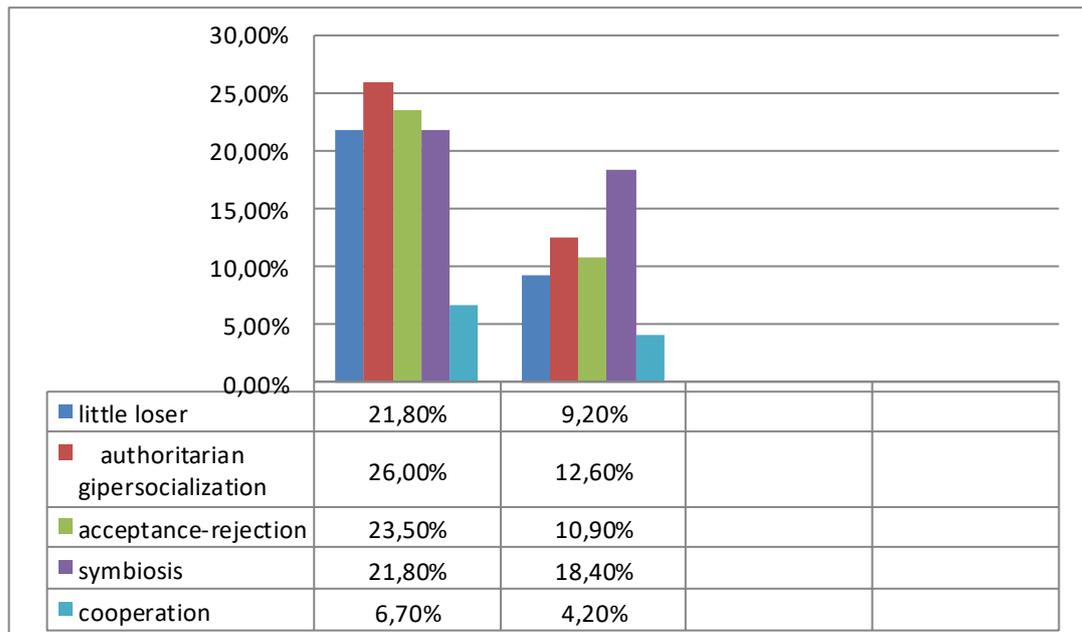
Combining the results obtained, we obtained the following histogram.

It is clearly visible that the decrease in indicators was recorded on all scales. A characteristic feature of anxiety was the presence of high indicators on a scale of "authoritarian giperstimulyatsia". Despite the fact that some families had difficulties related to the loss of a parent, divorce, etc., was marked by the performance of the used program designed to work with parents, as reflected in the decline in the experimental group, what can be said about the control group.

## **Histogram 2.**

*The ratio of parental attitude (method of A. Y. Varg and V. V. Stolin) by the indicator anxiety (experimental group before and after correction).*

Combining the results obtained, we obtained the following histogram.



It is clearly visible that the decrease in indicators was recorded on all scales. A characteristic feature of anxiety was the presence of high indicators on a scale of "authoritarian giperstimul-yatsia". Despite the fact that some families had difficulties related to the loss of a parent, divorce, etc., was marked by the performance of the used program designed to work with parents, as reflected in the decline in the experimental group, what can be said about the control group.

**Table 7.**

*Correlation of indicators "Parental attitude" and "Type of family upbringing" with indicators of anxiety (Pierson's correlation)*

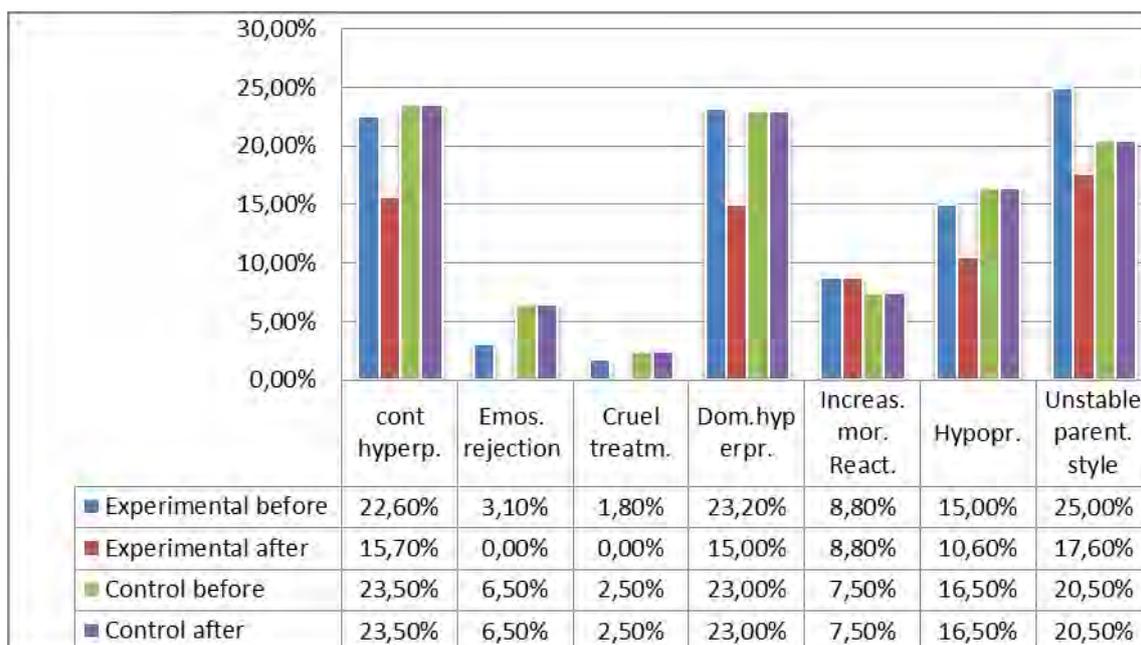
	A. Y. Varga's method	the method of E. G. Eidemiller
Correlations	Level of anxiety	Level of anxiety
Pearson Correlation	-.848**	-.796**
Sig. (2-tailed)	.000	.000
N	435	435

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The presence of negative indicators (Pierson's correlation) suggests that the relationship between these variables is opposite, i.e. the deterioration (decrease) of indicators of parental attitude, family upbringing is the opposite of indicators of fear, anxiety, aggression (these indicators are growing, i.e. increasing). This is also the case for the indicators "Analysis of family relationships" by E. G. Eidemiller. Comparing the indicators, we got the following picture, which clearly shows what changes have occurred in the parameters we study.

**Histogram 3.**

*Results of the questionnaire for parents «Analysis of family relationships» by E. G. Eidemiller before and after correction.*



**Table 8.**

*«Analysis of Family Relationships» indexes by E.G. Eidemiller and V. Justickis (Independent Samples Test)*

	Levene's Test		Müstəqil nümunələr testi						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Interval of the Difference	
								Lower	Lower
Before correction	2.629	.106	-5.006	433	.000	-1.159	.232	-1.614	-.704
after the correction	.548	.460	-9.192	433	.000	-2.040	.222	-2.477	-1.604

**Table 9.**

*«Analysis of Family Relationships» indexes by E.G. Eidemiller and V. Justickis (Statistics for paired samples)*

Groups	Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean	
Control	Before correction	4.31 <sup>a</sup>	208	2.310	.160

	after the correction	4.31 <sup>a</sup>	208	2.310	.160
Experimental	Before correction	5.47	227	2.504	.166
	after the correction	6.35	227	2.315	.154

a. The correlation and t cannot be computed because the standard error of the difference is 0.

**Table 10.**

«Analysis of Family Relationships» indexes by E.G. Eidemiller and V. Justickis (Paired Samples Test)

Group	Paired Samples Test <sup>a</sup>						t	df	Sig. (2-tailed)	
	Mean	Paired Differences				Lower				Upper
		Std. Deviation	Std. Error Mean	Confidence Interval of the Difference 95%						
Experimental	Before and after correction	-.881	1.215	.081	-1.040	-.722	-10.923	226	.000	

a. No statistics are computed for one or more split files

The obtained results can be described as positive, as the decline in the experimental group occurred in the families of respondents (results above), and parameter anxiety, in contrast to the control group where no changes were detected.

Indicators anxiety remained in 66 (27.3%): 32/34 respondents (before the correction was in 119 (52.4%) 63/56, in gender terms, anxiety was dominant in male respondents. No changes were detected in the control group. Thus, the use of a comprehensive psychocorrection program helped to timely identify and prevent difficulties in adolescents associated with emotional distress, anxiety and neurotic symptoms.

## 6. Conclusion

The study confirmed our hypothesis that there is a close relationship between the types of family education and the manifestation of anxiety in adolescents. The results of a diagnostic survey of families and their influence on the formation of emotional instability and anxiety confirmed our assumption that there is this connection between them.

Modern research very often points to such a relationship, while a separate group of scientists: N. E. Solynin, E. P. Lebedeva [Solynin N. E., Lebedeva E. P., 2016], K. R. Sidorov [Sidorov K. R., 2013], N. L. Korepanova, O. V. Lebedeva [Korepanova N. L., Lebedeva O. V., 2016], considers not only the relationship with parents, but also the level of self-esteem, accentuation of the character of adolescents as the reasons leading to the formation of anxiety in adolescents.

In general, obtained in the course of the pilot study results, can be described as positive, as the decline in the experimental group occurred in the families of respondents, and option anxiety, and applied psychological intervention program helped to identify and warn adolescents of the difficulties associated with emotional distress, anxiety, and neurotic symptoms.

To relieve anxiety, we used the method of sequential desensitization, the method of "reacting to anxiety and tension", games, metaphorical associative maps, which were an innovative tool for working with teenagers and families, projective techniques, micro-lessons that created emotional comfort and contributed to the development of favorable conditions for the educa-

tional process. The study showed that the change of attitude towards the child replace the authoritarian type of parent relationship using a dominant, conniving, of hepaprotective, unstable style family education on cooperation and mutual understanding, prevents adolescents emotional imbalance.

To implement these tasks, we tested the author's projective technique "Path to the sun" [Gasanova G. A., 2019, a)], which demonstrated its suitability and effectiveness in working not only with teenagers, but also with parents, allowing us to work with emotions and feelings repressed in the subconscious, reducing anxiety indicators, establishing relationships in the family. Taking into account the need to strengthen the work of the psychological service in the education system, we have developed training manuals for school psychologists, which were an important methodological support for familiarizing them with effective methods and forms of work with adolescents. In addition to the manuals, we developed workbooks for teenagers [Gasanova G. A., 2019, b)], which provided not only solutions to problems related to the emotional and behavioral sphere of the individual, but also contributed to the overall development of students. A comprehensive approach to the mental health of children and adolescents formed the basis of our pilot project "School of the future", which involves the introduction of a coordination center in the educational system to provide socio-psychological support to the school, combining four services: psychological, valeological, social teacher and school mediation.

## References

- Ambalova S. A. (2015). Influence of the family on the socialization of the child's personality // Vector of TSU science. Series: pedagogy, psychology.
- Astapov, V. M. (2008). Anxiety in children. Moscow.
- Bulatova T. A., Chernykh E. I. (2010). Social anxiety in the context of psychological defenses // Bulletin of the Tomsk state pedagogical University.
- Varga A. Y. (2007). Structure and types of parental relationships. Moscow.
- Gavrilova T. P. (2002). Psychology of the family. Moscow.
- Gasanova G. A. (2019) a.). Projective technique "Path to the sun". Methodical recommendation. Baku.
- Gasanova G. A. (2019) b.). Workbook on psychology (for teenagers). Textbook. Baku.
- Gippenreiter Y. B. (2016). Big book of communication with the child. Moscow.
- Gurbanova L. M. (2012). Psychological problems and ways to solve them. Sumgait.
- Danilova, M. V. (2014). The Problem of child anxiety in conditions of family distress [Text] / M. V. Danilova, V. V. Trofimova // Young scientist.
- Dzhabrailova M. M., Dalgatov M. M. (2018). Features of anxiety and aggression in adolescents from incomplete and mixed families// Proceedings of Dagestan state pedagogical University. doi: 10.31161/1995-0659-2018-12-4-21-25
- Zaitsev, Y. F., Khvan, A. A., (2006). Anxiety in adolescence and early youth (Diagnostics, prevention, correction) [Text] / Y.F. Zaitsev, A. A. Khvan. Kemerovo.
- Karnatskaya N. V. (2017). Influence of the family on the socialization of a teenager // Scientific and methodological electronic journal "Concept". URL: <http://ekoncept.ru/2017/170206.htm>
- Klimenkova E. N., Kholmogorova A. B. (2017). Validation of methods for diagnosing social anxiety in the Russian adolescent sample // Advisory psychology and psychotherapy. doi:10.17759/cpp. 2017250103
- Korepanova N. L., Lebedeva O. V. (2016). Anxiety. Its causes and consequences // Scientific and methodological electronic journal "Concept". URL: <http://e-koncept.ru/2016/56462.htm>
- Kraig G., Bokum D. (2005). Developmental psychology. St Petersburg: Piter.
- Lozhechkina A.D. (2016). Adolescent Anxiety: risk factors, diagnostics, analysis and correction conditions" Scientific monograph. Germany: LAP LAMBERT Academic Publishing GmbH & Co.

- Miklyaeva, A.V., Rumyantseva, P. V. (2004). School anxiety: diagnosis, prevention, correction [Text] / A.V. Miklyaeva, p. V. Rumyantseva. Saint Petersburg.
- Ovcharova R. (2005). Century Psychology of parenting. Moscow.
- Pavlova T. S., Kholmogorova A. B. (2014). Gender factors of social anxiety in adolescence [Electronic resource] // Psychological science and education psyedu.ru.URL:[http://psyedu.ru/journal/2014/1/Pavlova\\_Holmogorova.phtm](http://psyedu.ru/journal/2014/1/Pavlova_Holmogorova.phtm)
- Posysoev N. N. (2004). Fundamentals of family psychology and family counseling, Moscow.
- Prikhojan A. M. (2007). Diagnostics of the personality development of adolescents [Text] / A. M. Parishioners. Moscow.
- Prikhojan A. M. (2007). Psychology of anxiety: pre-school and school age [Text] / A. M. Parishioners. SPb.: Peter.
- Psychology of a person from birth to death (2015). / ed. by A. A. Rean. Moscow.
- Rice F. K. (2012). Dolgin Psychology of adolescence and youth. 12th ed. M.; St.Petersburg: Piter.
- Sidorov K. R. (2013). Anxiety as a psychological phenomenon// Bulletin of Udmurt University.
- Solynin N. E., Lebedeva E. P. (2016). The Psychological causes of anxiety in adolescence// Yaroslavl pedagogical Bulletin.
- Spivakovskaya A. S. (2000). Psychotherapy: game, childhood, family. Volume 2. Moscow.
- Spilberger, CH. (2008). Conceptual and methodological problems of anxiety research [Text] / comp. V. M. Astapov // Anxiety and anxiety: a textbook. St. Petersburg.
- Chalyabiev N. Z. (2015). Psychology of the family. Baku.
- Eidemiller E. G. (2001). Questionnaire "Analysis of family relationships" /E. G. Eidemiller, V. V. Justitskis // Psychology and psychotherapy of the family. St. Petersburg..
- Khalid-Khan S., Santibanez M., McMicken C. (2009). Social anxiety disorder in children and adolescents: epidemiology, diagnosis, and treatment // Journal of Anxiety Disorders.
- Lewinsohn, P.M. (1998). Gender differences in anxiety disorders and anxiety symptoms in adolescents / Lewinsohn P.M., Gotlib I.H., Lewinsohn M., Seeley J.R., Allen N.B.// Journal of Abnormal Psychology.
- Mallet P., Rodriguez-Tome G. (1999). Social anxiety with peers in years 9 to 14-olds: developmental process and relations with self-consciousness and perceived peer acceptance // European Journal of Psychology and Education.
- Murray L., Creswell C., Cooper P. (2009). The development of anxiety disorders in childhood: an integrative review //Psychological Medicine.
- Nevo G., Manassis K. (2009). Outcomes for treated anxious children: a critical review of Long-Term-Follow-Up studies // Depression and Anxiety.