

# Study of the features of family education in the process of social adaptation of a child

## Estudio de las características de la educación familiar en el proceso de adaptación social de niños

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### ABSTRACT

The article reveals the features of family education as the most important factor in the child's social adaptation. The results of an empirical study of the influence of the characteristics of the parental attitude on individual indicators of the child's social adaptation are presented. Revealed the relationship between types of family education and the main components of social adaptation. The most influenced by the family are the parameters that reflect the child's interaction with other people, his emotional response to social situations, and the child's performance of the program of actions proposed by adults. It is noticed that the parental relationship can both facilitate and exacerbate the basic, psycho-physiological level of development of the child. Thus, certain neuropsychological features of children with cognitive and emotional-volitional (and behavioral) difficulties are identified.

**Keywords:** family education, types and styles of family education, social adaptation, difficulties of social adaptation.

### RESUMEN

El artículo revela las características de la educación familiar como el factor más importante en la adaptación social del niño. Se presentan los resultados de un estudio empírico sobre la influencia de las características de la actitud de los padres en los indicadores individuales de la adaptación social del niño. Reveló la relación entre los tipos de educación familiar y los principales componentes de la adaptación social. Los más influenciados por la familia son los parámetros que reflejan la interacción del niño con otras personas, su respuesta emocional a las situaciones sociales y el desempeño del niño del programa de acciones propuesto por los adultos. Se observa que la relación parental puede facilitar y exacerbar el nivel básico de desarrollo psicofisiológico del niño. Por lo tanto, se identifican ciertas características neuropsicológicas de los niños con dificultades cognitivas y emocional-volitivas (y conductuales).

**Palabras clave:** educación familiar, tipos y estilos de educación familiar, adaptación social, dificultades de adaptación social.

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## INTRODUCTION

The modern world is characterized by the formation of the new socio-economical and informational links, influencing directly the socio-psychological development of the young generation. Market relations make special, higher demands to the growing person. These demands include young people's qualitative and quantitative characteristics of the implementation of the pedagogical and professional activity, and flexibility and constructivism of their communicative processes. However, the most part of the youth has an incomplete, involuntary adaptation; the other part of young people, who didn't manage to adapt to the modern life conditions, become different kinds of resources for the groups with the deviant behavior or extremist movements. So, unstable society generates the tendencies to the unstable and relatively weak adaptation [1].

The creation of the conditions for the formation of a person's deeper adaptation and adequate self-realization is possible when society understands and accepts on the whole the needs and interests of particular people. A person's adaptability, for its part, stimulates integration and constant development of the society. L.S. Vygotskiy, A.N. Leontyev, B.F. Lomov, S.L. Rubinshtein expressed an idea of the personal wholeness, its development and adaptation, orientation in a particular social environment, which made the basis for the new investigations and explanation of a person's psychic nature. Nowadays in a psychological and pedagogical works it's possible to find different integrative personal formations, such as self-understanding, self-regulation, I-conception, which reflect personal constructs, formed by a particular person [2, 3].

In view of the foregoing, the problem of the socio-psychological adaptation is one of the most important and urgent scientific problems, which is widely and intensively investigated now on the bio-medical, socio-economical, psycho-pedagogical and socio-psychological levels [4].

The psychological explanation of the social adaptation is reflected in the works of many Russian and foreign researchers (G.M. Andreeva, A. Bandura, I.S. Kon, A.V. Mudrik, T. Parsons, A.V. Petrovskiy, O.I. Zotova, I.K. Kryazheva, A.A. Rean etc.) [5, 6]. The existence of different approaches to the understanding of this notion is explained by its complex content. Most authors speak of the leading role of a person's active attitude in the process of his social adaptation, which helps to satisfy his demands and aspirations, to achieve the necessary potential and to develop his personality. While studying the reasons of children's adaptative problems in the process of growing up, scientists and practitioners face the differences between theoretical assumptions and real situations, which demand quick solving of the appearing contradictions [7].

In the process of a child's early socialization the most important institution for his upbringing is his family. Later, different educational institutions join to the family, making the basis for his mastering the objective and social environment. The leading sphere in a child's development is the cognitive sphere of his interrelations with the activity subjects (peers, parents, teachers). That's why the process of his social adaptation should be organized by means of interconnection with other people and for the goal of this interconnection. It should be characterized by acquiring the experience to act correctly in different situations [8].

Each family has a particular, often unrealized and uncontrolled by the adults style of family relations. The authors of the most famous diagnostic methods of study of family upbringing styles (A.Y. Varga, V.V. Stolin, E.G. Eide-miller, V.V. Yustitskis etc.) treat them as the constant forms and ways of parents' influence on the social behavior, emotional and volitional sphere of the child, which promote the development of certain personal formations on each age stage [9].

The implementation of a more or less strict upbringing strategy, which supposes a certain orientation of parents' influence on the social adaptation, on the forming of the important social qualities, valuable from the parents' point of view, and on the objective society rating [10]. A.L. Gribanova, V.K. Kalinenko, L.M. Klarina think that an educative adult should be able in the ideal to control the situations, when a child can be socially "programmed", and to correct in time the necessary qualities [11].

High responsibility for a child's future generates the increasing of the demands to him, strict parents' control of his actions, valuation position and his comparison with other children, which makes a child into the object of upbringing. Parents' unjust strictness and extreme protection often hamper the child's independence and initiative, cause his anxious and unsure behavior in particular situations of interrelations. These social influences, based on the weak elements of the psycho-physiological level, such as the insufficient functioning of the neuropsychological processes, make in common the deformation of the child's personal new formations on the whole. That's why the complex of personal formations, built in the process of the child's development on the basis of his neuropsychological status, combining the indicators of physiological needs satisfaction, emotional reaction on the environmental incentives, adequate interrelation with other people and carrying out the adults' directions we consider to be the

basic components of a child's social adaptation, which must be normally formed before the school-age [12].

## METHODOLOGY

Scientific literature contains conceptual views, reflecting differently the content of a child's social adaptation in the situation of his including in the unknown social environment. For example, N.I. Tarassova believes, that a child's social adaptation goes in two directions: in the process of the perception both of the objective world and the relations between people. The cognition of the surrounding society is the leading component in children's early development. So, the process of the social adaptation must be implemented in the limits of communication with it and for interconnection with it, that is to be oriented both on the process and on the result [13].

The article by E.A. Vasilenko contains the empirical research, proving the influence and the importance of the two-parent family on the process of children's and teenagers' socio-psychological adaptation. The author points out, that the reliable differences are revealed in relation to the distribution of the level of the adaptability between the children from two-parent and one-parent families according to the inner criterion. According to the external criterion, the differences become statistically important only in case of pre-school and junior-school age [14]. This research proves the importance of children's upbringing and development in a two-parent family.

S.V. Pazukhina and P.V. Chumakova in their work study the urgent in the modern world aspect of parents' perception of the information from the Internet sources in families with different styles of upbringing and its influence on children's psychic development. The authors think that the inner position and the appropriate condition of the grown-up members of the family influences the child's learning information from the virtual world and the choice of the means of the preventive work [15]. This research shows the interconnection of the permissive style with the lack of any measures for preventing the child's interconnection with the computer. Parents with the authoritarian style of upbringing strictly forbid their children to use the Internet gadgets, putting paroles on them or controlling the content interesting for children in some other way. Only a small part of parents with the democratic style of upbringing develop children's resistance to the harmful information and together build more adequate ways of its selection by giving their children the opportunity to interact partially with the Internet information and building clear borders of communicating with it.

Numerous parents, coming to psychologists for help, concern the problems of communicative skills and interpersonal interconnection of their child in society. They are sure that these problems are explained by the lack of the individual approach to their child from the specialists of the educational institutions. According to the specialists of nursery and secondary schools, children, due to insufficient family upbringing, have a low level of learning and upbringing. This problem is manifested in the following complaints: children "do not hear" adults and don't execute their instructions and demands, don't involve into the playing or teaching process and don't fix on it for a long time, demonstrate aggressive or shy behavior towards other children. Hence, we notice that both parents and teachers are oriented on a high level of their children's upbringing, but they shift the responsibility on each other.

Taking into account that the centre of a certain level of learning and upbringing is built up by child's psycho-physiological features, the neuropsychological research of children's peculiarities (518 children) was organized in the Center of Children's neuropsychology «Happy children» (Samara). Its main goal was revealing the peculiarities of psychic functions development in accordance with the social influence in the process of family upbringing.

On the first stage of the empirical research, depending on the characteristics of the process of a child's social adaptation, we found psycho-physiological problems, explaining the difficulties in the process of upbringing and important for parents:

- cognitive difficulties, connected with perception, transformation and keeping specific information (in accordance with the work of precise analyzers);
- personal difficulties (first of all, in emotional, volitional and behavioral spheres).

According to these categories, we formed two groups of children, having such peculiarities. It's necessary to note that every category of difficulties without the timely help on a certain stage of a child's development causes the problems of his interconnection with other people, which are most commonly realized both by parents and specialists.

In these groups the neuropsychological diagnostics was held (M.V. Belousova, V.A. Merkulova, I.Y. Gavrikova) [16], the results of which helped to define the deficient neuropsychological factors, making the base of the existing problems in the children's psychic activity. Neuropsychological children's examination and additionally organized parents' interviewing aimed at collecting the anamnesting data and revealing the characteristics of the perinatal period, a child's early development and the peculiarities of the family upbringing, gave us the opportunity to show the complex interpretation of the obtained results.

The main task of the second stage of the research was to define the main traits of children's family upbringing with the help of the method of parents' settings study by E.S. Shepherd and R.K. Bell (PARI) and the method of the "Parents' relations analysis" by A.Y. Varga and V.V. Stolin. These methods were suggested to the parents of the respondents. The most important aspect for us was the study of the interrelation between the indicators of children's social adaptation, connected with their neuropsychological traits, and the styles of the family interrelations.

## RESULTS

While analyzing the results of the examination of the children with cognitive defects, we revealed the interconnection between the difficulties in the children's cognitive processes with their insufficient development of motor (moving) function. This fact is especially demonstrated in low and below the average results of the dynamic processes, which are manifested in the process of actions change (mostly in large motor skills (58%) and in the lack of development of inter-hemisphere connection (65%), which directly influences the speech-making processes (47% и 59%).

The problems of the personal sphere, manifesting themselves in child's emotional, volitional and behavioral reactions, are connected with the neuropsychological indexes, having a little different representation of the dysfunctional development. Children with personality defects, despite their relatively favorable intellect, have problems with sub-cortical structures of their brain (59%), providing the level of the general productivity and the regulation of the processes of body's agitation and braking. That's why children with the deficit of these brain structures often get tired of additional external influence. This problem is accompanied by high distraction, lack of stability and distribution of attention (49%), the increase of fluctuation in the productivity and the situational emotional reactions, the decrease of the quality of the cognitive and regulatory processes. Such children demonstrate quite low indexes of their unconditioned actions (64%), which are provided by the forehead parts of the brain, responsible for the programming, regulation and control of activity and are indicated by child's imprecise executing of the program of actions, its simplification or even complete refusal from it.

The analysis of the correlative interrelations (according to Ch. Spirmen) showed the negative connection between the parental attitude on the type of "Rejection" and children's emotional reaction on the environmental incentives ( $r_s = -0,49$ , while  $p \leq 0,05$ ), and the positive connection between the given type of parental upbringing and the problems of children's interrelation with other people ( $r_s = 0,53$ , while  $p \leq 0,05$ ). The less parents accept their children, the less is the manifestation of the adequate emotional reactions in relation to the surrounding incentives and the more communicative problems children have in the process of intercommunication with the society. We also revealed the positive interconnection between parental attitude on the type of «Cooperation» and children's executing their parents' instructions ( $r_s = 0,61$ , while  $p \leq 0,05$ ). When parents become more interested in their child's problems and plans, when they adequately evaluate his intellectual and creative skills, the child's level of agreement with them increases. When a child develops initiative and independence he listens to his parents' opinion and follows the instructions and the rules, set up in the situation of the preliminary agreement.

In the family with the dominant parental behavior on the type of "Symbiosis" child's level of independence in the cognitive sphere decreases and his restraint and introversion in the process of communication with other people, respectively, increase ( $r_s = 0,58$ , while  $p \leq 0,05$ ).

As correlative analysis shows, the parental type "Authoritarian hyper-socialization" provides more precise children's complying the social norms and demands ( $r_s = 0,48$ , while  $p \leq 0,05$ ). However, children manifest communicative skills towards other people less freely and enthusiastically ( $r_s = -0,39$ , while  $p \leq 0,01$ ). There is a negative correlative connection ( $r_s = -0,47$ ,  $p \leq 0,05$ ) between complying the social norms and satisfying the physiological needs. This means that the higher adult's demands to the child are, the lower the levels of his understanding of his own needs, including physiological ones. Negative reflections and the necessity to play the role of a "good" child prevent him from correct evaluation of both the outer circumstances and his own inner condition.

We revealed the negative correlative interdependence of the parental attitude "A small looser" with the manifestations of the difficulties of the child's emotional reactions ( $r_s = -0,44$ , while  $p \leq 0,05$ ). The more scornful parents' attitude to their child is, the less we can see the child's positive emotions; he shows mainly the negative behavioral reactions and the fluctuations of his emotional reacting aimed at getting the attention of the adults by any (even very negative) means.

The most important results for us were the revealed interconnections between cognitive and personal indicators, built up by the children's neuropsychological characteristics and the styles of the family interrelations, influencing directly the appearance of the difficulties of their social adaptation.

The analysis of the obtained data shows that children, brought up in the families with the type of upbringing "Cooperation" and "Authoritarian hyper-socialization" have a high index of fulfilling the program of actions, offered by the adults. However, in the first case this index combines with the adequate reaction on different life situations, while in the second one it is not always the result of a child's conscious behavior. Often not transforming into self-control, it is accompanied by the "ideal" behavior only under parents' supervision and pressure, and sometimes causes unacceptable emotional reactions.

The predominance of the upbringing types "Symbiosis" and "A small looser" correlates with the difficulties of the emotional reaction on real life situations, revealing the impossibility to watch his own emotional condition, in the first case – due to the constant presence nearby the "support" in the face of the important adult, in the second case – on the contrary, due to his absence.

The domination of the parental type "Rejection" makes more difficult the child's interrelation with other people. On the one hand, it is revealed in his huge need to be accepted by the adults important for him. On the other hand, it is expressed by socially unaccepted means. This style results in the low level of children's social adaptation and provokes serious defects of children's development.

## CONCLUSIONS

The obtained results allowed us to summarize the separate indexes into three standard, commonly accepted styles of family upbringing: authoritarian, democratic and liberal, and to analyze their influence on the child's personality development in accordance with his neuropsychological traits and the condition of his social adaptation.

It was revealed, that the combination of the liberal and the authoritarian styles of family upbringing in most cases have unfavorable influence on the child's neuropsychological characteristics. It doesn't help, but even aggravates the existing situation in the direction of the difficulties on the level of the child's cognitive processes and in his emotional and volitional sphere, especially on the early stages of his development. In other words, the inconsistent (contradictive) manner of children's upbringing causes, first of all, the disorder of a child's fulfilling the precise program of actions. That's why he doesn't form a united system of norms and values. Showing demonstratively their disobedience, children start to behave in their own way. They demonstrate their tendency to manipulation, as in the situation of liberalism such behavior can occur and even it is situationally welcomed. In this case the protesting behavior often appears in other situations as the reaction on parents' control and pressure.

The vividly expressed authoritarian style of family upbringing (also in combination with the democratic style), expressed by the strict system of rules and the absence of the emotionally warm attitude towards children, forms child's protective behavior and often creates (and clearly doesn't solve) the inner problems of his social adaptation. Such style of upbringing influences directly the low level of child's understanding of his own emotional condition and other people's emotions. Besides, in this situation it's possible to see either the general negative emotional background (hypotonic behavior), or the bright affective flashes as the answer on some habitual situation (hypertonic behavior). Such manifestations influence negatively, first of all, the energetic body processes, exhausting child's resources in the conditions of the extreme physical, intellectual or emotional loadings.

In the process of the research we noted that the low level of child's social adaptation is often formed in conditions of the liberal style of family upbringing. Indulging hyper-protection is the peculiarity of parents, who bring up children with serious defects of development. It is combined with hyper-caring, excessive attention and care towards a child because of the current circumstances, all-allowing parental behavior. However, as the results of the research show, such interaction worsen the situation of a child's defective development and delay the results of the corrective work [17, 18, 19, 20].

The predominance of the democratic style of family interaction neutralizes the problems of neuropsychological level in the process of child's development. The optimal combination of parental control and the acceptance of children's freedom and initiative stimulates the adequate child's perception both of himself and the environment. In conditions of not serious defects of sub-cortical and/or forehead structures of a brain, children manage to react adequately in typical situations and follow the adults' directions. The behavioral skill of such children consistently forms owing to the clearly built system of family interaction, including the combination of certain rules and the child's freedom of choice [21, 22, 23, 24, 25, 26, 27].

In conclusion we should say, that it's important to understand that the problems of children's social adaptation, which are supervised by parents and teachers in the process of children's development, are always caused by psycho-physiological problems, originating from perinatal and post-natal periods. So, it's necessary, first of all, to consider the peculiarities of functioning of a child's central nervous system, especially the neuropsychological factors, such as the brain structures, providing his psychic development and defining the body reaction on the outer influence. This basic level of child's development is stimulated by social processes and phenomena, mostly, by family upbringing. The peculiarities of family interaction and parent-children relations in the family system influence directly child's formation and the further way of his physical and psychic life development. Parental attitude and the style of family upbringing can either facilitate the child's line of development by means of adequate ways of interaction, or make it more difficult by actions, not corresponding to the neuropsychological status of a child [28, 29, 30]. We shouldn't forget that in certain periods of child's development the sphere of his socialization widens owing to the influence of the systems of nursery and secondary schools, supporting or aggravating the child's social adaptation in the new conditions of learning and upbringing [31, 32, 33].

The combination of the characteristics mentioned above, most of which were investigated and interpreted in this article, are expressed in the complex approach to the understanding of child's social adaptation. Practical realization of this approach certainly helps to provide favorable conditions for its effective development from the early age to the period of growing up into an adult person. According to the complex approach it's necessary to consider quickly changing socio-economical conditions and the modern technological phenomena, surrounding any child since the moment of his birth. The virtual world of the Internet and other technological innovations, which were considered to be impossible several decades ago, are nowadays the separate educational sphere and even the natural environment for the young generation. That's why it's important to keep up with the time and to investigate the peculiarities of the socio-cultural conditions and their influence on the modern children's development. It will allow us to implement qualitatively and completely the system of the social adaptation and will provide children's psychological health protection on the whole.

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