Abstract

Problems associated with socialization of children who are hearing impaired in both special primary education institutions and the family are analyzed in this article. Family and schools are important agents of socialization and child’s socialization depends on success of their collaboration.

The authors of the research offer socialization models which demonstrate different aspects of social problems of hearing impaired children.

The article researches the issue of family and the educational institution influence on socialization of children with special needs. Note that hearing plays a very important role in the language learning process, but reading for hearing impaired children is a kind of “compensatory mechanism”.

Interrelation of Latvia’s state institutions and NGOs with families and schools with children with special needs are researched within the article as well as identified and analyzed the LR legislation, relating to the mentioned social problems.

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children with hearing impairment, special primary education institutions, government support, non-governmental organizations, legislation, socialization problems, socialization agents
1. Introduction

Latvia has undergone through substantial political, social and economic changes during the last 15 years, which determined formation of ethno-political, socio-psychological reality principles. Changes in people social, ethnic and cultural identity are observed.

Considering efforts of special surdo-education in the last decades to develop new methods, that provided qualitative education to hearing impaired children, the author in her work researched the socialization problem of hearing impaired children, taking into account historical political, social, and economic aspects as the aspects of the external influence, as well as the importance of education institutions and family as the internal aspects of influence. It is essential for educators and parents to understand the significance of personality development peculiarities and differences of a hearing impaired child that are common for the deaf children in the corresponding stage of ontological development.

During the process of creating the article the author set up the following research question:

How social agents (the family and the education institution) encourage the socialization of a hearing impaired child?

The aim of the article is to establish how the state and the non-governmental institutions support families with hearing impaired children and how the family cooperates with the education institutions, which focuses on socialization of hearing impaired children.

For the research of the article these qualitative methods are used: analysis of documents: international directives and Latvian legislation acts.

2. Theories regarding socialization

Socialization is a process that takes place during one’s life, and in this time he learns to be a member of a particular social group - whether a family, kin, or a tribe. To become a member of the group is accepting social desires of other people: family members, peers, teachers and leaders (Craig, 2000).

Theory of structuring by Giddens was used for characterization of the term “episodes”. The term describes the aspects of social life as an episode, which means to consider it as an act or series of happenings, which have a theoretical beginning and an end, thus creating a certain sequence. When speaking about large-scale episodes, we think of the process of determinable changes, which affects the main institutions in a body of society in general or which is related to the transition from one type of the society into other (A. Giddens, 1984). According to the theory of structuring, principal research field of social science is neither an individual experience of activity, nor existence of entirety of a society in general, but social practices arranged in space and time. Human activity as well as cognition is as durree, which is a continuous flow of actions. Therefore reflexivity is observed as based on continuous control of actions by people and they expect it from others.

A. Schutz refers to it as "knowledge stocks", but Giddens calls it shared knowledge involved in communication, which is not directly available to the consciousness of performers of actions. Most of the knowledge is practical: it is tightly related to the ability to “live up” with routine of social life.

In primary group, i.e. the family it is typical to see open communication, interest about each other, emotionally close or intimate contact, mutual support. In these groups, individuals acquire knowledge regarding human relations. Sometimes individuals are included into the primary group and participate regardless their own desires (inclusion into a particular group at education institution, i.e. up to 7 children).

It is typical for secondary groups, i.e. in education institutions (at school), to have official and rational, even formal relations. Usually people participate in these groups in order to cultivate particular skills or to spend time together (Plavniece M., Skuskovnika D., 2002).

The family is the first and the most important agent of socialization of upbringing in the early childhood. The family builds basis for personality development of a growing individual. Therefore, a family is defined as the primary socialization agent or institution, but pre-school and school education institutions, organizations, parties, institutions, etc. are called the secondary agents. Importance of the family, on the one hand, is highlighted with its unique political and legal registration in the national legislative acts and is found in all layers of culture.

Why do people incorporate into groups? Incorporation into the group allows people to implement their individual needs, which they can and want to implement only by working together with others. Belonging to a group
ensures the need for security, because, when being a member of a group, an individual is not alone and can expect some protection from the group (Giddens, 1984).

Being a part of a group and work in a group allows individuals to fulfill the need for belonging and love, as well as affiliation need. People need emotional contacts, communication with others. Stressful situations make this need grow stronger (Plavniec M., Skuskovnika D., 2002).

2.1. Characteristics of physical and cognitive development at school age stage (6 - 12 years)

Memory and perception are closely linked. Cognitive theories of perception are divided into subjective and objective. Subjective cognitive theories emphasize processor's role of the individual who is receiving information ... (Bruner J., 1973).

Objective cognitive theories state that the perception is defined by the objective world order (Gibson J.S., 1979). In attempts to overcome these differences, significance of time and space differences within the process of perception is emphasized. Perception takes place using input mechanisms through which individuals perceive all new incoming information simultaneously processing the existing information in his mind. Perception typically involves uninterrupted movements of eyes and head, even if the rest of the body doesn't move. Therefore these mechanisms as if anticipate the events, it is - a means by which the past affects the future (Neisser U., 1982).

Perhaps the touch, which is widely considered as the simplest of the senses, and which is certainly the least studied, can help the most in entirety of perception. Touch has no strict place of perception, for example: an eye - none of the nervous system mechanisms has ordered the incoming information acquired by touching: touching is a part of the obvious body movement within the operational contexts. The most of the literature dedicated to the perception is treated as though it operated independently of one another. In fact, all the pilot studies of perception deal with only a single sense (Neisser U., 1982). Then, perception depends on space-time continuity, which is actively developed by the perceiving individual. If “present” is not separated from the course of activity, then “memory” can be nothing more than a way to describe the human capacity of understanding.

General motor coordination of a hearing pupil from junior classes has developed; he is able to carry out controlled, purposeful movements. At a time when a child enters a primary school, his locomotor skills are developed: he can run quickly, jump on one foot, gallop. These movements are carried out smoothly and with few mistakes, for example, in positioning of feet and hands (Nichols, 1990). When comparing children with hearing problems with children who don't have hearing difficulties, in this sphere – general physical and motor development is not different. But, according to I.M. Solovyov (Соловьев И.М., 1966), a visual analyzer is the main controller and regulator, which, in collaboration with the hearing analyzer can sometimes be a leading performer of this function. But usually, both analyzers carry out equal functions in performance of the movements. According to the theory by Rozanova only after a more or less extended period of exercising the role of tracking analyzers decreases and the regulating function is increasingly transferred to the executing organ, which is able to carry out and regulate motor operations. In other words, the executive organ, such as the hand becomes a self-regulatory organ.

With regard to the fine motor skills of a hearing child of the same age, the hands of children allow performing all complex and precise movements; they develop rapidly during school age stage of the childhood, but this fine motor hand-finger development is already starting to develop before the age when the child starts going to school (Nichols, 1990).

2.2. Characteristics of hearing impaired children physical and cognitive development at school age stage (6 - 12 years)

During the lessons at pre-school education institution children learn and explore the process of drawing geometric shapes, much greater difficulties experiencing when the writing process starts. Sometimes children are unable to draw a rhombus even at the age of 9 or to acquire separately written letters. Hearing impaired children in their turn develop fine hand-finger motor skills very quickly, since sign language is used in the training process, which is based on showing letters using fingers. Wherewith, the hearing impaired child has very neat fine hand-finger motor skills, but it can not be said about the writing process. A hearing impaired child needs writing as a compensatory skill, that is, a hearing impaired child practically gets familiar with the block letters and then their written forms very early. Hearing impaired children have the ability for a compensatory skills based on the plasticity and the flexibility of the Central Nervous System (Речицкая Е.Г. [Rechickaya E.G.], 2002). Such children are
experiencing difficulties in interacting with the surrounding world, so that the personality and self-esteem development occurs differently than of those peers with normal hearing. It is observed that when all types of disturbances are present, ability to perceive, process, store as well as to use information is reduced. In addition, it is common for hearing impaired children only in particular stage of ontogenesis.

For example: slow speed of information processing is observed when it is perceived visually, respectively with visual analyzer. Precise and lasting storage of visual material for hearing impaired children is observed for a short time and it is typical for pre-school age children as well as school age children 10 - 11 years of age. But in further developmental stages of children with hearing disabilities they don't fall behind in these parameters from their peers.

It is known that if a child has parents with hearing disturbances, then the child possesses intellect, so that the child has a desire to communicate with other people.

Some educators-theoreticians such as Bruner, Olvera and Greenfield notes that Piaget has created not only the cognitive development theory, but also the school of philosophy in which children are seen as active students to form their own theories regarding the world structure and reconsidering them as soon as new information comes into conflict with the established notions (Bruner, 1973), children acquire self-confidence regarding their abilities when accomplishing routine tasks, or discovering new regularities for themselves. In order to produce corresponding regularities, it is necessary to keep in mind, and to operate with the acquired information in appropriate moments. School age children with normal hearing are capable of it, but hearing impaired children have some difficulties in maintaining visual information in this stage of ontogenesis, as noted above.

The authors in Figure 1 schematically showed that the family and education institutions are important agents of socialization and their collaboration influences successful socialization of a child.

![Figure 1: Primary and secondary socialization agents of a child](image-url)

Starting from the pre-school age, children spend increasingly more time outside the family; with peers and school teachers. A child spends much time at the educational institution. For this reason great responsibility lies on the education institution in which a child learns as upbringing work is done not only by parents. Child's perception of the world changes when he starts going to school – the game reduces to the learning, hierarchy of values changes as well.
3. Special education institutions in Latvia for hearing impaired children

In families with hearing impaired children, there are specific problems that make mutual relations as well as relationships between parents, children and other relatives more complicated. A great importance on relations within the family is determined by the presence or absence of hearing in parents. Researches of V. Petshak, T.G. Bagdanova found that relations in families with deaf children and deaf parents are emotional, close to those typical for families of the hearing (Т. Г. Багданова [T.G. Bagdanova]). In the early teenage deaf children with deaf parents, have almost equal positive emotional relationship with their mother, father and other members of the family. It is slightly better than in the family with the hearing ones. The expression of negative attitudes toward the individual members of the family are observed. Emotional well-being of deaf child in such a family is achieved by sign language that is understandable to both parties to reach a full contact and mutual understanding, unlike hearing parents, who aren't able to establish equally effective communication with their children with a small set of words and sentences, already learned by children, neither by natural gestures.

An educational institution is the institution, which educates families and their members, not just the child; it educates also about the nature of child's peculiarities and their corrections.

An educational institution is the one that should help both families and children as close to their place of living, but it is impossible due to economic issues, as well as reorganization planned by regional development. Basing on several articles of the Latvian Law on Education regarding families with children with disabilities, they are guaranteed the same rights as all other children in both education and medical care and social services:

A number of scientists – A.A. Leontyev (Леонтьев А.А., 1997) Garleja R. and E. Maslo (Maslo E., 2003) observe competence as social pedagogical problem, putting it in pedagogical category, highlighting the need to use the term in social sciences. Today, it is especially important to create opportunities for everyone to learn throughout their lives, to broaden their knowledge, skills, and attitudes and adapt to a changing, complex and interdependent world. So, according to I. Cohn, personality with a variety of features which distinguish it from other members of society is formed directly by socialization. It is also shown schematically in Figure 1, because sharing and exchange of knowledge between professionals and family members promote and develop the child's with special needs skills and needs. Collaboration improves the family and educational expertise, as well as the quality of life of children with special needs.

"One of the defining features of the open society is the tolerance regardless opinion, beliefs and linguistic diversity" these lines by K. Popera grant a new perspective of self-cognition process towards socialization process of hearing impaired children, biological humans inferiority, which hinder their adaptation to the environment, is not just a drawback. Rather, it is an advantage, which was originally identified in human openness to the world and society, thereby transforming disturbance into sign of co-operation. A man who to some extent lives his life due to his imperfection by tackling challenges, from which his life is dependent. He acts like a human being who has to find strength and ability within himself to eternally act in the problem area (Алиев Р., 2005).

3.1. Latvian legislation

**Latvian Law on Education**, Section 55, Article 4 regarding rights of educatee to receive scholarships, loans, allowances, rebates, and grants, using public transportation, according to regulations of normative acts and other material aids; (26.03.2010.)

According to Section 57, Article 1 parents (persons who exercise custody) have rights to ensure child's education. Parents (persons who exercise the custody) keep the right to choose a school where the child acquires education;

Section 58, Articles 1 and 2 determine parents' (person who exercises custody) obligations. (1) Parents are obliged to: 1) within the physical capacity and financial possibilities to ensure the conditions necessary for child's education, health, development and necessary living conditions, 2) collaborate with the education institution, in which children are learning, with teachers and other persons involved in the learning process;

**Chapter VIII. Special Education.** Section 50. Articles 5 and 6 of special education programs implementation (5) Special education programs for hearing-impaired, visually impaired and blind students anticipate 10f years for acquisition of comprehensive primary education, but 3 years for acquisition of comprehensive secondary education. (6) Special education programs for deaf students anticipate acquisition of comprehensive primary education in 11 years, but in comprehensive secondary education – in 3 years.
Basing on the studied international documents on children protection and social equity, we can conclude that international documents emphasize the need to bridge the social gap between the province and the center.

Analysis of several articles of Latvian legislative acts on education ensures the possibility to get different kinds of material benefits and compensations, as well as social services, but it has to deal with social needs, but not regarding education or in-service training, thus resulting small contradiction, because the person who would like to get higher education actually isn’t able of doing so because of various obstacles. After looking at the Section 57, Article 1, we can conclude that parents have little choice of education institutions since two schools are located in major cities, but children from all over the country have to go to these schools twice a week, sometimes traveling through the whole country. Section 55, Article 4 for its part deals with students’ with impaired hearing rights; they have partial difficulties to adapt themselves in new learning environment, as there is no national support, which would enable adequate consultation with a psychologist; insufficient is also the number of surdo-speech therapists to meet the demand. In Latvia there are two pre-schools - Riga Special Pre-school Educational Institution No. 218 for Latvian-speaking children, and Pre-school Education Institution No. 65 “Kamenite” for Russian-speaking children. Latvian-speaking students in Latvia have two schools: for children with severe hearing disturbances have Riga Deaf Children Boarding Primary School (RNBPI school), but for children with mild hearing disturbances: Valmiera boarding primary school for hearing impaired children – Development Center (VVBIVSAC), while the Russian-speaking children with impaired hearing have Daugavpils Speech Therapy Boarding Primary School.

3.2. EU legislation

The EU Council, 2008 “Joint Report on Social Protection and Social Inclusion” and the European Social Charter entered into force on February 26, 1965. The Charter provides that the enjoyment of social rights should be ensured without discrimination, regardless of race, color, sex, religion, political opinion, national or social origin. The aim of the European Council Member States within the framework of the Charter is to raise living standards and promote both urban and rural social welfare with appropriate institutions and activities. In Latvia is applicable from March 2, 2002.

UN General Assembly 27th special session on children (May 8 - 10, 2002) Resolution. No. S-27/2 “World Fit for Children”. This paper has identified four areas – healthy lifestyle promotion, the fight against HIV/ AIDS, providing quality education, protection against discrimination and violence, where it is necessary to improve the situation of children. The paper aims to create a world fit for children, where every child is ensured as good as possible childhood, qualitative education and wide opportunities to develop their individual skills in a safe and supportive environment. On the basis of this document the Guidelines for “Latvia Fit for Children” were developed, which came into force on March 31, 2004.

It must always be taken into account, that children in the capital or major cities have more opportunities in all areas, the greater the competition, the greater the choice: both education and culture, and integration.

Recommendation of the EU Committee of Ministers. Rec (2006) 19 Member States on policies aiming at supporting parents for good care, defining the recommended government actions to help parents to take care of children and to create the necessary preconditions for parents in order to take good care. Recommendation of the EU Committee of Ministers. Rec (2002) 8 Member States are recommended to take measures to promote child day care services which would be accessible, affordable, flexible and of good quality.

“Children’s Rights Protection Act” Section 26, Articles 1, 3 and 4, point out that state and local governments have a responsibility to support the family, .... State and local government supports family; children’s education, health care, cultural, sports and recreational institutions and organizations in order to promote children’s physical development as well as creative work; it takes care of the child’s leisure time and other services that contribute to the development of the child and helps the family in upbringing of children.

In Figure 2 the authors schematically show how central government, by its laws, and non-governmental organizations as indirect agents influence and support the families with hearing impaired children.
Examining Latvian Law on Education, Article 61 of the Education system support: Management, monitoring and allocation of assigned national and local government budget funds, donations of Latvian and foreign legal entities or individuals, donations and other means of funding that are provided for implementation of education are determined by laws (16.06.2009. This Law entered into force on 01.07.2009.). All legislative acts of Latvia are based on the directives of the European Union. Society plays a major role and the NGO’s which directly support families morally and materially, as well as by creating different camps or integrative activities for such children and their families. Part of the society favors these people. Here we have to say that non-governmental organizations also support education institutions in order to improve the social and learning environment.

An individual creates culture, but culture creates an individual. Multiculture has the same impact on an individual, however, to perceive it an individual needs other characteristics he could do without previously. An individual wants to belong to society, thus, all life issues are social. Personal development is viewed as propensity to take a certain position regarding logics, social environment and culture of the society. The approach of social pedagogy and social psychology according to L. Vigotsky is that a child born with disturbances actually does not perceive them as disturbances. It becomes a disturbance only when the society indicates it (Vigotsky, L.). A child’s disturbance depends on the child’s socialization. Everything depends on the way a child develops in general, how social compensation occurs.

Combining two previous models, the authors created the third model seen in Figure 3. In this model the emphasis is put on a child and his/her opportunities for socialization by cooperation between an educational establishment and a family, provision of institutional directives and legislation execution by state authorities in cooperation with the educational establishment and non-governmental organizations to create all possible support to the family having a hearing-impaired child.
Analyzing the international and national laws and their directives, Article 4 of Section 55 of the Latvian Law on Education determines that a student is entitled to receive a benefit, a scholarship, etc., but an individual having impaired hearing is not financially capable to cover the costs for the services of an interpreter for hearing impaired people to acquire higher education. Section 57 of this law mentions the opportunities for parents to choose a school, but children with severe hearing disturbances have no wide selection because there are only two schools in Latvia. If a child wants to attend school close to residence, then the school has no appropriate specialists. The content analysis of prospective sociologists also demonstrated it.

International documents: EU Council, 2008 “Joint Report on Social Protection and Social Inclusion” and the European Social Charter indicate social equality and opportunities, but as the students’ content analysis shows the opportunities to acquire social services and education are limited for the families living in rural areas because schools and social rehabilitation and service centers are located in the capital or cities. Thus, families have limited opportunities to solve their problems related to specialists’ support or consultation.

There is no a joint cooperation network of various institutions involving families which need support, thus, problems are not solved and a solution is found only in some cases.

Describing three figures in this article, models created by authors it can be highlighted that in Figure 3 (see Fig. 3) the scheme has been dividend into levels, where the first level (see Fig.1) is the one where the child’s environment includes primary and secondary socialization agents. At the early childhood from the age of 2 to 6 a child develops horizontally, thus a model is horizontal, however, on the second level, e.g., in Figure 2 (see Fig. 2) on the role of the state and NGOs in the child’s socialization in the family the model’s vertical because the assistance is provided for the child’s development and support on the state authorities and society level. Combining and overlapping the first model and the second model, a trilateral model is created for socialization of child with severe hearing disturbances.

Conclusions:

- An educational establishment is the one educating families and their members not only about child’s upbringing and learning, but also about the peculiarities of child’s development and its corrections.
An educational establishment is the one which should help both a family and a child to find a school closer to their residence, but it is impossible due to economic problems as well as planned reorganization of regional development.

Teachers lack knowledge and understanding of the most appropriate action in complicated situations when a child needs support to eliminate a situation of crisis.

Differences in the culture of earning individuals and hearing impaired individuals cause psychological dissonance for children with impaired hearing in the families having normal hearing.

Acquisition of life skills in the family and school is related to formation of various stereotypes about the role of an individual in the society and family.

Teenagers have very limited opportunities to master professional skills within the framework of the educational system and in practical work.

Researching and analyzing the international and Latvian documents it can be concluded legislation is legally established and accepted in compliance with international directives. Providing more detailed analysis of the Latvian legislation related to children with special needs, it would be necessary to determine these notions more specifically and precisely in legislation. Cooperation between all institutions shall be facilitated.

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