

The Social Role Approach of Family Education in Adolescents Development

Aigul Karimova^a, Liassat Alekeshova^b, Meiramgul Yesengulova^a, Bakit Kulbaeva^c,
Marat Sarkulov^d

^a K. Zhubanov Aktobe Regional State University, A.Moldagulova Str., Aktobe 030000, Kazakhstan

^b Kh. Dosmukhamedov Atyrau State University, Student avenue 212, Atyrau 060000, Kazakhstan

^c S. Baishev College of university Bratya Zhubanovs Str. 302 a, Aktobe 030000, Kazakhstan

^d M. Ospanov West Kazakhstan State Medical University, Maresyeva Str. 68, Aktobe 0030019, Kazakhstan

Introduction

Accelerated modern life, its urbanization, along with constantly increasing responsibility and rigidity of social roles instructions, unfortunate trends in social and psychological dynamics of family development, the lack of the moral and ethical beginnings of the adults relations, low social and psychological culture of communication lead to violations in the relations between parents and children.

The family is a link between the child and other social realities and till certain time – family creates values dominating in various social structures which the child will face in the future. In many aspects future of the child defined by family starting from relationship of parents, their personal features, behavior, structure of family and education development conditions. The child leaves the family with already created structure of values, examples of behavior, the developed "image of the world", in other words, with the created consciousness. Further socialization of the adolescent will take place taking into account results of primary socialization.

The most important part of interfamily relationship is emotional communication — the exchange of emotions including three main components: the cognitive — perception of emotions and feelings partners in an interaction; the subjective — experience of the interpersonal relations; the expressional — verbal and nonverbal expression of emotions in relation to the partner.

According to Gardner (2006), "The alienation syndrome from parents" is such the "mental violation" arising at the child in a situation of divorce of parents. Thus, one of the parents psychologically influences the child (in Gardner's terminology - "programs his consciousness"), forming at it a certain opinion on other parent. Other parent becomes "target" of campaign for alienation from the child. Two groups of factors participate in formation of emotional alienation at the child. Firstly, it is negative statements and feelings of one of the parents to the alienated rival parent (hatred, jealousy). Secondly, the child, who's greatest affection towards parent feels psychological dependence on him and takes active part in alienation from other parent.

Methodology

The research part of work was carried out with pupils of the sixth classes on the basis of average school №23 Aktobe of the Republic of Kazakhstan.

In research part during the work with children we used the following methods:

1. Drawing test "Kinetic Drawing of a Family";
2. Test of measurement of parental installations and reactions (PARI technique)

Results

The analysis of children pictures showed that within 60 families only 18 families (30% of total) demonstrated high level of family relationship. The average level of the child parental relations was shown by 30 families (50%). Low level was shown by 12 families (20%).

Results of test defines that the atmosphere of the positive child parental relations reigns not in all families. Analyzing pictures of children, we paid attention to a certain intensity in the child parental relations, on the one hand connected with refusal to accept independence of the child and on the other hand, with certain "passivity" of a role of mother.

We tested 60 mothers who actively participated in research. Results of research were issued by us in the table1 and the corresponding conclusions are drawn.

Results

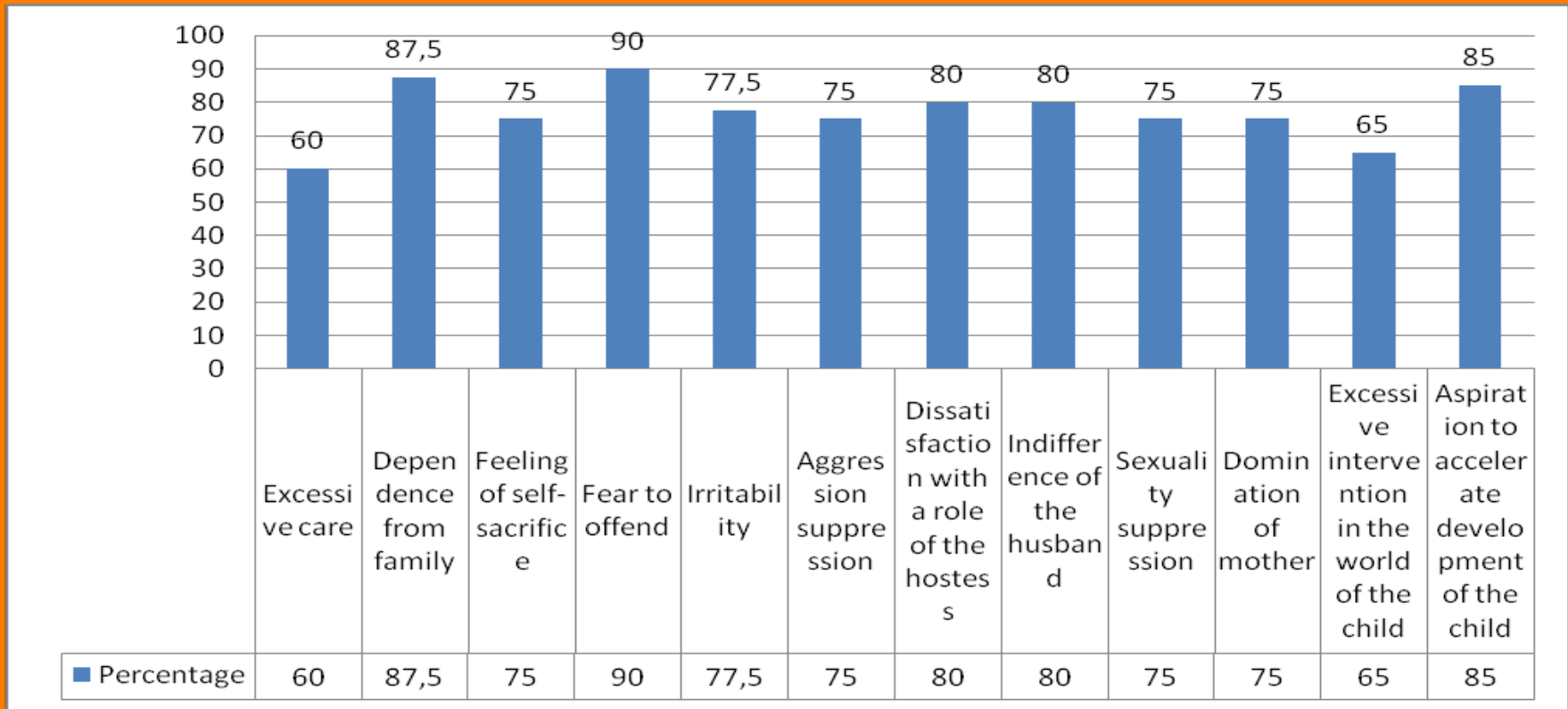


Fig. 1. The results of PARI test

Conclusion

As a conclusion we need to mention that violations in the parental attitudes towards children have impact on their emotional state, in particular, on uneasiness manifestation, emergence of the conflicts between parents and children.

Thus, as a result of the conducted research, summarizing the received results, we allocated levels of the child parental relations in a family. Criteria of determination of levels of the child parental relations for us were:

- Children's attitudes towards parents;
- Knowledge of parents of education of the child;
- Parental attitudes towards children.

High level: 11 families (14%) are characterized by the sufficient volume of knowledge and ideas of the parent of education of the child. The child in a family feels comfortable and comfortably. Parents respect the child, approve his interests and plans, and try to help with everything to him, encourage his initiative and independence.

Average level: 50 families (62%) are characterized by the insufficient volume of knowledge and ideas of the parent of education of the child. Parents break relationship with children, the child feels lonely, and they don't provide to him the independence.

Low level: 19 families (24%) showed that parents didn't have necessary information about children education. The child isn't satisfied with the relationship status, has high level of anxiety. Parents perceive the child bad, unlucky, react irritability and offense in relation to the child.

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