

RESEARCH OF THE CHILD PARENTAL RELATIONS IN THE FAMILIES RAISING CHILDREN WITH FEATURES OF PSYCHOPHYSICAL DEVELOPMENT

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The modern system of vocational education in Republic of Belarus endures the difficult period of the updating and modernization that staticizes problems of search of the new ideas, reconsiderations of the principles and approaches in training and education of children with deviations in development. The solution of these questions demands close cooperation of all experts of system of vocational education with families of children with features of psychophysical development. Every year in Republic of Belarus growth of number of the children with features of psychophysical development experiencing difficulties of social and psychological adaptation in the conditions of institutions of education is noted [4]. The important role in the course of training and adaptation to establishment of education is played by character of the child parental relations. The experts working with the families raising children with features of psychophysical development noted as the most hardly solvable the following problems: the negative relation close to children to features of psychophysical development, inadequate parental installations and models of education, the adverse interpersonal relations in families (A.G. Moskovkin, E.V. Pakhomov, A.V. Abramov) [3].

Material and methods. For the purpose of studying of features and character of the child parental relations in the families raising children with features of psychophysical development we have conducted an empirical research of the child parental relations with the help of the test of the parental relation (A.Ya. Varga, V.V. Stolin). 10 parents having the children with features of psychophysical development visiting GUO "Auxiliary School No. 26 of Vitebsk" participated in our research.

Results and their discussion. Scale "Acceptance / Rejection". From ten studied families two parents have gained low point (from 0 to 8). It means that the adult feels in relation to the child generally only negative feelings: irritation, rage, disappointment, even sometimes hatred. Such adult considers the child the loser, doesn't trust in his future, low estimates his abilities and quite often relation slights the child.

Scale "Cooperation". 30% investigated have gained high point (from 7 to 8). It is sign that the adult shows sincere interest that he interests the child, highly appreciates abilities of the child, encourages independence and the child's initiative, tries to be with him as equals.

Scale “Symbiosis”. 20% of examinees don't establish a psychological distance among themselves and the child, try to be closer always to him, to satisfy his basic reasonable needs, to protect from troubles. 30% (incomplete family) opposite, establish a considerable psychological distance among themselves and the child, care a little about is mute.

Scale “Control”. All 10 parents have shown GPA on this scale. It means that control of actions of the child is established moderately, there is no strict disciplinary framework.

Scale “Relation to failures of the child”. 20% of examinees consider that the child is a little loser and concern him as to an innocent being. The interests, hobbies, thoughts and feelings of children seem to them frivolous therefore the parent ignores them.

The most optimum is such level of the parental relations as cooperation is socially desirable image of parental behavior. The parent highly appreciates abilities of the child, takes pride for him, encourages an initiative and independence, tries to be with him as equals. It is possible to carry the relations on the “symbiosis” and “little loser” type to neutral level. We have carried such type of the parental relations as “rejection” and “authoritative hyper socialization” to the negative level of the parental relations. The parent perceives the child bad, unadapted, mostly feels rage, irritation, disappointment to the child.

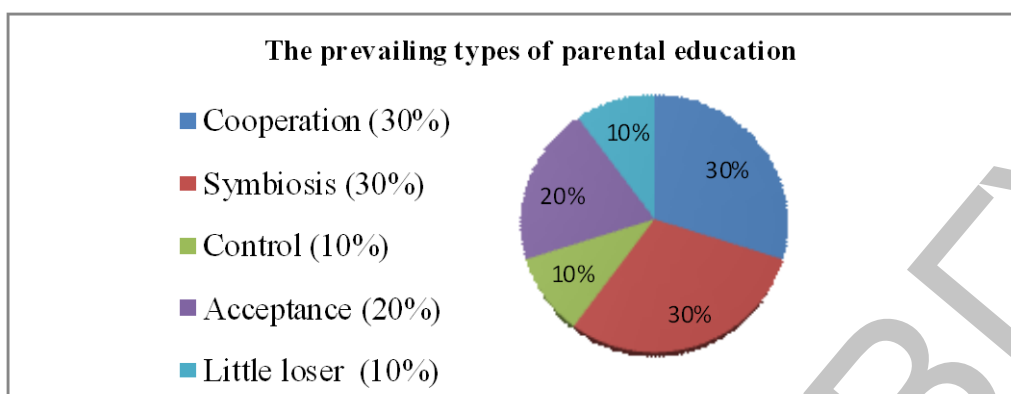
The questionnaire of the parental attitude towards children (A. Ya. Varga and V.V. Stolin) has revealed the following (table).

Table - Level of the parental relations

Family No.	Type of family education
1	symbiosis, acceptance
2	little loser, symbiosis
3	control, acceptance
4	cooperation
5	acceptance, symbiosis
6	symbiosis, cooperation
7	acceptance, little loser
8	cooperation
9	symbiosis, cooperation
10	acceptance

The prevailing types of parental education in families of the examined children are given in the drawing.

Drawing – The prevailing types of parental education



Conclusion. Thus, the optimum parental relations are observed in 3 families (30%); 5 families (50%) are carried to neutral level; the parental relations which have negative character are shown in 2 families (20%). The prevailing types of education is “cooperation”, the most favorable type of education in family and “symbiosis” which is neutral. However guards that rather large number of parents have defined the style of education as “acceptance rejection”, i.e., on the one hand, parents love the child, and, on the other hand, he irritates them with the behavior. It means that many families use the inefficient relations with the child that leads to emergence in children of uneasiness. During the research it has been revealed that the neutral (average) level of the child parental relations which is characterized by insufficient relationship of parents with children prevails.

The analysis of results of relationship in family shows that need psychological correction both children, and their parents: they need to help to seize skills which would contribute to the development of the positive child parental relations.

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