

STRATEGES AND PRINCIPLES OF FAMILY EDUCATION

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Стаття розкриває суть поняття «стратегія виховання» і доводить вагомість правильного вибору стратегії у процесі сімейного виховання. Автор аналізує типові стратегії сімейного виховання і характеризує типові помилки батьків, окреслює основні принципи загальної виховної стратегії і визначає її завдання.

Статья раскрывает сущность понятия «стратегия воспитания» и доказывает значимость правильного выбора стратегии в процессе семейного воспитания. Автор анализирует ряд стратегий семейного воспитания и характеризует типичные ошибки родителей, обозначает основные принципы общей воспитательной стратегии и определяет ее задачи.

Ключові слова: сім'я, виховання, стратегія, принципи сімейного виховання, завдання сімейного виховання.

Problem formulation. As the last researches testify in industry of pedagogics, psychology and sociology, modern young families do not have only strategy of education of children. It is caused by cardinal changes in life of society in the last decades: terms of life, composition and family pattern, specific of intrafamily mutual relations and style of communication, value and priorities of family

education. There is a crisis of family and domestic relations on the modern stage of development of society, which manifests itself in the lack of spiritual, psychological, educational, social and educational adults' readiness for family life and education of future generations. The issues of the day is absence of only strategy, sequence of education of children in families, not understanding of self-worth and uniqueness of every child, inability of parents to forecast the consequences of education, reduction of time of domestic communication between family members [3, p. 30-37]. Loss of traditional goals and ideals of the older generations, uncertainty of young people in their personal orientation and general confusion in the functioning of an unstable society in the first place raised the problems of survival and existence. Parents, that does not begin to think of an aim, conception, strategy and tactics of education of the children, inflict incorrigible harm to them, not realizing it. Therefore presently a question appeared about the necessity of forming for the young people of skills of the realized paternity and preparation of her to implementation of difficult role-play functions of not only man and brigade but also father and mother.

Analysis of recent achievements and publications. Notable teachers of past and present time stressed that education is difficult, but accessible to an adult hard work that requires constant attention, sincerity and justice. Thus, the fundamental works of Plato, Aristotle, Nikola Kuzanskiy, G. Gegel, E. Rotterdamskiy, J.J. Rousseau, F. Bekon, A. I. Gercen, G.V. Plekhanov, V. S. Solovyov, L. M. Tolstoy and others contain a lot of appeals to childhood: they are pondering feature of psychological and physical functioning of the child's body, specific of his outlook, the process of identity formation of his own opinions, judgments, beliefs, needs and desires of the education process and the establishment of a new human. E. Erickson, Z. Freyd, L.S. Vigotskiy, L. Leontiev, A. Zaporozhets, P.Y. Halperin in their writings offer a fundamental design of the problem of psychophysiological behavior in childhood, identity formation, depending on the age periods of the human person, the use of different methods of nurturing according to the current models of education. A.B. Baranov, V.D. Dambayeva, K.Y. Dobrin working on comprehension and recognition of the rights and freedoms of a child, which formed the basis of the parent-child relationship, children and children, society and children. Do not miss your attention and question of transformation of childhood on verge of centuries, changes of status of childhood in society and family : crisis of childhood (Y.V. Ovinova, V.I. Slobodchikov), individualization of childhood (P. Byukhner, H. Tsaher) emancipation of childhood (Beck, H. Popits), the disappearance of childhood (M. Vinns, N. Postman), erasing the boundaries between childhood and adulthood (D. Richter).

The current problems of new approaches to the education of children at the fracture of centuries, finding innovative methods of action and interaction, educational concepts and strategies were investigated in Ukraine by Alekseenko T.F., Lemko G.I., Nichiporenko S.V. and others. Until now the works of classic of pedagogical science Makarenko A.S. remain actual, has successfully been solving the problems of family education and conscious parenting, stressed the importance of conscious and responsible education processes such as forecasting, modeling, planning, designing, organizing relations [2 , p.37].

The aim of the article is to analyze a number of strategies of family education, outlining their basic principles and tasking.

The main material. Except the already mentioned changes and problems that is experienced by modern family, another characteristic feature of domestic educator process is substantial limitation of possibilities of social surroundings of child : young parents try to minimize influence on the own child of representatives of senior generations (grandmothers and grand-dads), considering their experience and knowledge out-of-date and inadequate to the terms and requirements of present time; "live" interaction with the persons of the same age the stay limited to time in educational-educator establishments, and pose children give advantage by them to the virtual world, physical. These characteristics are contrasted with the principle of permissiveness, often guided by inexperienced parents, throwing the child in social swirl, exposing his unformed personality under the influence of negative environmental factors. Children visit theatres, exhibitions rarely, together with parents go for walks and excursions, often sit too long in virtual reality or become familiar with to the different asocial groups and informal flows. Thus, the method of mastering of the world for a child transforms from direct in mediated.

Modern young parents aspire to that their child as possible before began to practise music or dances, to study foreign languages and played the computer. In a result, in the last decades there was a whole syndrome of "union of children in the set terms": parents independently plan and determine maintenance of life of child, impose to his interests and tastes, employments and priorities. A child is in the conditions of permanent psychological pressure that is characterized the requirements of obligatory success or in expectation on him. Ignoring the natural characteristics of children's behavior, the need to develop its own inclinations and instincts, the ideas and needs, the availability of personal feelings and perceptions about the values parents themselves give rise to numerous psychological and educational problems. Exploring this syndrome, American scientist N. Postman in his book "The Disappearance of Childhood" states that adults against children act as colonizers. By their defiance or destabilization, destruction of the world child's play, the internal logic and holistic way of mastering the environment they destroy childhood and kill a child's personality. [4] From one side modern children have own subculture in the sphere of spare time, clothing, even to the meal, from other - as a result of economic and demographic factors, that appeared in a minimum of available space for playing the streets, tearing away from nature, intensification of traffic, employment of parents, their broad patterns and other displays, children lost stability of emotional base. It resulted in forming of the phenomenon of "frameup" childhood - structuring of life of children, limitation of their possibility adults on self-determination and self-regulation, becoming as personalities. There is a great variety of educational strategies, according to the age, gender, religious and even social belonging of a person and his family, beliefs, opinions, attitudes and priorities of educators-parents. Will consider some of them

The " age-old strategy of education" in general, can be presented as follows:

- From birth to 7 months of training strategy consists in the display of love, tenderness, caress to the child; it is necessary she was fondled, spoke softly, to stick

to sanitary-hygenic requirements, to guard from different dangers and psychological traumas, nowise not to apply the methods of physical and psychological pressure;

- From 8 to 14 months kids are sensible to the rudenesses, scream, need tenderness and meekness communication. They study to distinguish praise, prohibition, conviction and to perceive paternal requirements. In this period strategy of education is base on switching of attention of child from one object on other, as a method of the solved by mutual agreement decision of problem of mutual relations and interests.

- From 15 months 2 to is beginning of the first "age-old crisis" that is characterized an increase mobility and displays of negativism(denial of that her it is offered to). It is impossible to punish a child for unacceptable for parents behavior, that in actual fact is a natural requirement in cognition and development. It is but necessary to create in family safe terms for life and development of child, gradually to train him to self-service.

- From 2 to 3 years considerably mobility of child, curiosity and attempt, grows to feel everything by touch Therefore, special attention should be given to the child's safety and the environment, to be patient in his efforts to understand the world around us. Having regard to age of child one must always remember that it is for his parents' model behavior that actualizes the problem of so-called 'healthy' paternity (a combination of love and healthy demands). Main educator strategy of this age-old period is an achievement

- At the age of 4 to 6 years in the focus of education should not only be the actions of a child, but also their motives. Parents constantly need to explain their baby to do just like this, but not differently, to help him understand the causes and consequences of different actions, and direct the activities of a charity child, care about other cognition.General and age-old strategies need to be built based on the following objectives of family education:

- the physical and mental health of children, care for the normal development of feelings and perceptions of a child (the organs of sight, taste, rumor, sense of smell, touch);

- education of a child's nature, taking into account his age-old features and physiological characteristics;

- ensuring the mental development of children, including their memory, attention, thinking, imagination, curiosity, mastering basic knowledge about the environment, psychological and physical preparation of children for school;

- providing cognitive activity, the development of creative and artistic talents in the game and other activities, the timely exposure of early talent, providing conditions for the development of gifted children;

- providing of all-round and valuable development of children on principles of national culture and spirituality of the people; development of valid attitude toward cultural acquisitions, customs, traditions native and other people; bringing in of them is to active voice in the best folk traditions, customs, ceremonies; forming of spirituality;

- attract children to the world of knowledge and folk wisdom available to them through the form of perception, forming on their basis of moral values of a child;

- creation of favourable terms for development of moral self-appraisal of child that is based on forming for her of attitude toward itself as to the subject of humane, benevolent mutual relations with wider public;

- inoculating of skills of culture of communication; training to self-service, establishment of bases of labor education against the background of general supportive work atmosphere in the family and responsible for the formation of labor assignment [1, p.18].

"Spiritual Strategy" is a system of education aimed at inculcating the child's highest spiritual values and conscious contrasting itself to the surrounding world, current society. It is about the desire to pawn in consciousness of child the maximum number of "faithful" principles, rules of life. In this family there are usually a clear doctrine on worthy and unworthy, positive and negative. They are separated (at least at some point) by all family members (often, by the way, having many children) and act like a kind of family religion. The family adhering to this strategy, however, strictly controls child's consciousness, his thoughts, feelings and dictates his tastes and preferences, beliefs and philosophy, adhering to the principles of rigid patriarchal morality. Consciously or unconsciously, this raises its own pathos inherent "just us ideology" and opposing the evil, immoral environment (a particular group, social environment, popular culture and society in general). Often, because of the choice of this strategy there is an attempt at "own fortress" to create a microclimate that matches "eternal" ideals, principles, serves as an original rescue from "sick surrounding reality" and even stylistic preferences of the parents.

Certainly, desire to bring up high moral qualities for children, creation of whole cultural environment and cult of spirituality is necessary terms for forming of the developed moral and creative personality. But supersaturating of "spiritual strategy" can result in unexpected, sometimes straight opposite results. Problem arises up then, when life and principles of such family intersect with opposite reality and it appears that social incompetence and alarm of parents hide in their basis. As a result of stopping of the normal co-operating with an environment there is disorder of any system, including destabilization and destruction of family [5].

"Strategy permissiveness" is also characterized by the presence of "dictation" values and moral standards, but they exist only for parents. In education these parents are guided by the idea of uniqueness, excellence, self-sufficiency of their child. After any display of capriciousness, rebelliousness, ignoring from the side of child parents see powerful creative appeals, displays of originality and character. For the sake of satisfaction of all without an exception desires of child they sacrifice an own elementary comfort, by possibility of intermingling with wider public, by the interests, dedicating life to "service" to the child. The reasons for this phenomenon variety: a severe childhood today's parents and a desire to improve the life of their child, simple ideological differences with the "official" tradition of education, result of realization of "liberal" tendencies in the vital functions of society with absence of the hard supervisory system, remembrances of adults about the own "free" unregulated life and other.

Understanding the needs of parents of children with physical and mental freedom, spontaneity, heartily tire oneself out with running, fantasize and express themselves –are advantages of "strategy of permissiveness", vitally necessary terms

of normal happy childhood. But the result of the blind following to these principles in further life only will harm to the child. This refers to the low readiness of children to normal social interaction, lack of ability to adapt and survive under normal competitive conditions, causing "free" child aggression and a sense of powerlessness leads to apathy, explosions negative emotions and even suicide [4].

"Strategy of matriarchy" envisages maximal connection of child with a mother, that brings up, looks after, teaches the child, imposes own desires and tastes, determines his sense and priorities, fully controls a child during all life. A child, as a rule, maximally long does not visit a garden, and all the time out of educational-educator establishment conducts with a mother that comes forward him basic sotsializatorom, by a mediator in connection with the outer world. A man in such circumstances is the unequal intra-party relationship: the concept of "family" refers to a woman and her child, and her husband, the father acts as a seeker of wealth, one might even say the staff. Such asymmetrical participation of the married couples in the process of education and functioning of family on the whole results in violation of matrimonial hierarchy, disharmony of matrimonial relations and internal trouble of all family members. This strategy is supported mainly conservative part of society. But in most cases there is basically one of two effects: 1. complications of social adaptation and self-realizations of mother, that show up a desire to devote herself to her child, even at the expense of self-realization in her life, 2. psychological crisis successfully sold before a woman who has difficulty experiencing social and professional collapse. The result of a "strategy of matriarchy" is the projection of maternal anxiety and psychological distress for the child.

In such families often there is a problem of separation, that becomes sharp on the stage of maturing of child, his move, creation of own family or simply relations in that a mother does not take participation already. It deprives sense the further married life of wife and results in a maximal removal one from other of representatives of the married couple, up to a divorce. An exit from a situation is softening of this educator strategy due to activation of participation of father and other family members in the process of education and simple intermingling with a child; soft, non-aggressive overcoming of maternal coalition; equalization of partners is in matrimonial rights and duties [5].

As see from made examples, success of domestic education largely depends on select parents educator strategy, aspiring to her realization, pedagogical by the literate achievement of the put aim. General strategy of education of child must line up from humanistic ideas about the child of any age as selfidentity personality, that has own will, character and perception of the world, and to eliminate humiliation of dignity of child, permanent displays of dissatisfaction by him, methods of physical and psychological pressure. The system and sequence of process of education must be provided by parents awareness of those qualities, traits, principles, etc they want to bring up for the child. But what from existent educator strategies was not chosen by parents, in the activity they must adhere to such principles:

- In relationships with children you should be guided by love.

- Waiver of groundless claims, complete argumentation of all requirements and prohibitions (child should know what parents want from him, and that, more importantly, why they are not satisfied).
- Using emotional conversations and open dialogue when dealing with a child.
- Realization of possibilities of their children (before to require something from a child, it is necessary to ascertain, that he is capable of).
- Reasonable dissatisfaction (you can not punish a child for something he does not know, the responsibility should be based on an awareness of the inadmissibility of the offense).
- Ability to distinguish between children's helplessness and malignant disobedience (helplessness is based on forgetfulness, resulting from errors; persistent non-compliance is a deliberate act, refused to recognize the authority of the father or authority), you can not punish a child for behavior that does not have hard-core demonstrators.
- Moral convergence (each time after arranging of conflict a child must be fondled, and be loved, give him clear that parents do not like only some of child's actions, but not the child).
- Principle of equality of rights and respect (not to humiliate dignity of child by physical punishments and amoral mockeries that violate his rights as a family and society member, is the certificate of weakness of parents as educators).
- Principle of accordance to human nature education (parents should be oriented to reality, to perceive their child as he is, and help him grow and develop, creating the necessary conditions for this, among which a special place is overall positive family background and individual contacts) [1, p.17].

Adherence to these principles of family parenting helps create an atmosphere of emotional security of the child, to teach him to respect others, and helps parents understand the emotional and physical characteristics of different periods of childhood and adopt appropriate means of educating future.

Conclusions and recommendations for further research. Learning of parenting in young families of the last decades, shows that the vast majority of young parents have a row of problems in determination of general strategy of education of child, does not adhere to age-old strategy and do not understand the peculiarities of psychophysical development. The vast majority of parents today are simply not prepared to fulfill parental and educational functions have low levels of educational culture.

Strategy of education logically swims out from the formed pedagogical thinking that is based on the special knowledge abilities to forecast the results of educator activity, and also expediently and effectively to gather additionally and apply the methods of educator influence. Thus, in the process of domestic education parents must follow clever combination of principles of love and demand, respect to personality and dignity of child, by the real requirements and quiet sequence of their implementation, by clever control and measure of responsibility, in accordance with the age-old and psychophysical features of child, by the use of arsenal of inhibitions and punishments, stimuli and encouragements.

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