

## THE ROLE OF FAMILY EDUCATION IN THE SOCIALIZATION OF PRESCHOOL CHILDREN

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**Abstract:** *Family for a preschool child is the first and main factor of socialization. As experience and research shows, the family is not always a positive factor in the socialization of children. Mistakes of parents contribute to the disruption of the process of socialization and the appearance of self-doubt in the child. In this article, we will talk about an insecure child. Based on the study of the literature, we have compiled a generalized portrait of an insecure child. The author considers the reasons of uncertain behavior of the child. They include lack of love; adults do not provide their child support in unusual circumstances. They name calling, ridicule the child. Parents use such methods of education as warning, cautions, threats, punishment. The uncertainty of the child covers in emotional, behavioral spheres, in consciousness. The inability to understand the child, the motives of his actions, to see the situation through his eyes, to look at himself from the outside – the most typical disadvantage of parents. The child begins to think that he is really bad, weak-willed, that he is a failure. The article presents the types of self-doubt. The author describes the results of a survey of parents about the methods used to raise children in the family. The author considers the way to solve the problem: interaction with parents of children in kindergarten. Recommendations on the topic have been developed for parents: How can we help your “uncertain “child? The main thing is to form the parents positive attitude-the basis of psychological survival of the child. Every parent should know about the psychological development of the Children. Special attention is paid to the issue of the child's adaptation to kindergarten. The forms of providing psychological and pedagogical assistance to parents are described.*

**Key words:** *socialization, insecure child, parents, family.*

### Introduction

The family is the first social institution of personality formation. In the family the child acquires the experience of communicating with people, his tastes and habits, behavior skills are formed. The priority of family education is fixed in the Family Code of the Russian Federation and Federal Law on education in the Russian Federation. The family is an important factor in the socialization of the individual. This is facilitated by the emotional, intimate nature of the relationship, the constancy and duration of educational influences on the child.

As research and practice show, the educational potential of the family is not fully used. Parents make mistakes in education, sometimes deprive the child of affection and love, use physical punishments. And as a result of improper upbringing, children have low self-esteem, they become insecure in themselves. It is difficult for them to find friends, to get a status in the society of their peers.

### Research

We have compiled a portrait of an insecure child based on the study of literature. The uncertain child talks quietly, indistinct, making great pause, or loud and inconsistent. He is unsociable, refuses to communicate with unknown people. He always cries, often apathetic. It is difficult to express in words what he feels. He cannot (or barely) call themselves by the name affectionately. He slow-moving, trying to be inconspicuous. Facial expressions are or sluggish, or "storm of emotions". He

averts his eyes or does not hold up view. The uncertain child plays alone, it is difficult to part with parents or relatives. He cannot express his opinion, cannot say "no". He is helplessness in difficult situations. Some difficult situation for the uncertain child becomes for him traumatic, which can cause particular psychosomatic diseases. He is more often ill than self-reliant children. He feels uncomfortable while playing with his classmates. He doesn't communicate and doesn't play (it is hard to converge with people). He is not active on the lessons and he doesn't want to demonstrate his skills, he afraid to answer and doesn't raise his hands, and he is always afraid to make any mistake. He underestimates his abilities and possibilities, dissatisfied with his appearance, though in fact he is wonderful.

Under the influence of digital technologies, the socio-psychological portrait of a preschool child has changed. There are such characteristics as the difficulty of children to engage in activities; they are reluctant to obey the external requirements of the teacher, which is an indicator of weak moral and volitional regulation. There is a mismatch in cognitive, speech, and social development; Communication with peers has become more superficial and formal, and it is more difficult for them to understand the emotions, feelings, and desires of another person.

There are different kinds of uncertainty. It can be stable and unstable. Stable uncertainty covers all the communication and activities. For example, at the lessons a child does not executes the job, he does not express the desire to answer, he blushes, becomes uptight. He does not show initiative in establishing contacts with friends. Evaluate them low-refers to a group of "missed" children. The child gets lost, asks for support from friends. Low self- assessment in daily life activities.

Unstable uncertainty covers the area of activity. There is a generalized instability: a child avoids contacts with people. Instability manifested as in the communication and activities.

What are the reasons of uncertain behavior of the child? One of the reasons is the lack of love. As a result, a child loses self-confidence, he feels abandoned and lonely, he has lack of positive emotions, that makes him uncertain. The uncertain child does not find the support and attention from his parents, relatives, teachers, etc. The authoritarian style of communication can injure him. Adults do not provide their child support in unusual circumstances, as a result the child feels abandoned or fear.

The next reason is the loss of faith in its own success. The child is experiencing his trouble in any one area of life and the failures he had completely different. For example, lack of communication with the classmates can lead to the poor results at school and bad behavior at home.

Uncertain children and teens have low self-assessment. The child is experiencing his trouble in any one area of life and the failures he had completely different. For example, lack of communication with the classmates can lead to the poor results at school and bad behavior at home. Loss of faith in its own success, he suffers from the unrealized needs, from trying to make up for the shortfall in ways that does not work. An assessment of adult's influence on emergence of uncertainty. The children become sad and get lost, take offense, rebel.

Parents use such methods as warning, cautions, threats, punishment, name calling, ridicule. As a result, there is intimidation of children, inducing them to obedience. Threats are the cause of active protection: attacking, denial, bitterness, or despondency, dejection, disappointment in them and in their relations with the parent form low self-esteem. The child begins to think that he is really bad, weak-willed, that he is a failure. Unsure of children and teens was escorted through life feeling doubt, anxiety, shame, guilt and sadness, tedious. It can turn into a terrible tragedy.

One of the reasons for the child's self-doubt is the lack of communication with parents. Communication is one of the social needs, which increases as it is met. As Yu. B. Gippenreiter – the famous Russian psychologist - notes, " communication is just as necessary for a child as food." However, meeting the need for communication is at risk. If it is not satisfied, then the child has "passive" feelings, such as pain, fear, resentment [2].

Yu. B. Gippenreiter also writes about the numerous negative consequences of the lack of communication in the family, up to the use of physical force by children in relation to their parents. Our research has confirmed that the need of children to communicate with their parents is not always met in the family.

Let's give an example. In kindergarten, children in front of the camera talked about their wishes to Santa Claus. And almost everyone said that they want to be together with Mom and dad.

Many children spend most of their time with their grandparents, in kindergarten, some have nannies, governesses. Sometimes communication takes place against the background of small household chores.

Adults want to be alone after work, focus on their inner world or do their job. Often children ask their parents questions, tell them about their affairs, make conclusions, and parents in response are interested only in what the child ate in kindergarten or why he has an untidy appearance.

One of the reasons for the lack of communication in the family is the use of digital technologies.

According to the researchers' children in 2 to 3 years, every 10 children get acquainted with digital means from the first year of life; 12% use a helmet or virtual reality glasses. In the family, the popularity of various types of digital activity increased from 34% to 72% [Soldatova, 4, p. 56.]: view cartoons, video games, game interface, communication on the Internet (every 5 preschoolers), parents buy digital toys for children, by the time they enter kindergarten, children actively use them. Surveys of parents of children aged 6-7 years indicate a negative impact of screen time on cognitive development, subjective well-being, emotional sphere, and behavioral adaptability of preschoolers. The influence of the media on preschoolers and toddlers is especially harmful because their psyche is the most sensitive to any external influences.

According to the researchers of Russian Psychologists such as T. Repina, N. Smoleva [3, p.35] the uncertainty of the child covers in emotional, behavioral spheres, in consciousness. For example, in the emotional sphere, it manifests itself anxiety, fears of failure at the upcoming activities, fear of contact with people. In the behavioral sphere there is narrowing the communication, reducing its intensity, shyness, timidity, taciturnity, indecision, confusion, independence, and dependence. In consciousness sphere he compares himself with his classmates and the result he becomes more and more pessimistic.

This idea of positive socialization of children is written in the Federal State Educational standard of Preschool education. This document describes the conditions for a positive attitude towards yourself. It is necessary to support for the individuality and initiative of children; establishing rules for interaction in different situations; building a variable developmental education focused on the level of development that is manifested in the child in joint activities with adults and more experienced peers, but not actualized in his individual activities (the zone of the approximate development of each child); interaction with parents on the child's education, their direct involvement in educational activities.

We studied the methods of family education using survey of parents. All they consider that physical punishment is unacceptable because they debase the dignity of the child. Violence begets violence. The parents consider the most appropriate punishment, deprivation of viewing of TV programs, cartoons, playing games on computer, gifts. Some of parents use the method of "Ignoring the child". Use strict tone of voice. Mothers get the child to think about their bad behavior, appealing to the conscience. After that, the child asks for forgiveness.

For the Russian people is the eternal question "what to do?", "can psychologists help the child, parents, teachers, educators in such problem as "family and unsure a child"? How to increase the social responsibility of parents for the socialization and cultural identity of the child?

It is necessary to work with parents in the kindergartens. The psychologists can sow the seeds of psychological literacy among the parents of young children in the kindergarten. Communication with parents in Russia is organized or in a large group, or individually, in the form of training or interviews, or in the form of consultations.

Before the pandemic, we communicated with parents offline. We had regular classes with them in the kindergartens. Now we communicate with parents on-line, via social media. Interaction between teacher and parents is based on the principles of trust and partnership. We suggest parents some possible topics of interest: 'Why child behavior himself badly?', 'How to use punishments correctly'. Trainings have become increasingly popular. To reveal the essence of the concept to the parent of unsure kid, to support to discover the types and signs of uncertain behavior of the child, to determine jointly the reasons of the uncertain behavior of the child.

The recommendations for parents: to teach parents how to build a relationship with their child and to help him overcome his insecurities. We offer parents to answer some questions.

- Is your child hesitant?
- What are the causes of uncertain behavior of the child?
- What is your child's behavior is uncertain?
- What do you think, whether you're unsure your child? What we parents can help their child?

How can we help your “uncertain «child? We offered some recommendations for parents. For example, to make our child sure that we love him. Creation the situation of success minimum of rules (constraints, requirements, prohibitions) and they should be flexible. Make your child happy in daily life. Some psychological advices for parents are to actively listen to their child’s feelings and his needs.

To maintain his positive emotions. To embrace a child not less than 4, and it is better on 8 times a day. [4] To support his progress. He will have more progress if he communicates with the younger then he children. Do not leave without attention of child's efforts to overcome the lack of confidence in their abilities. Rejoice together with a child of his victories, even though the smallest. Pay attention not only to the negative, but on the positive side of your child's behavior. Use friendly phrases in everyday communication

How do you teach a child to be sure that you do not specify the errors? Indicate an error with special care, discuss his errors in a calm atmosphere, and not at the time when the child is fascinated by the case, all the comments should be always directed to do with general approval. The child always needs to our recognition of his success. The main idea was noted by L. S. Vygotsky that the "memory of emotions" is formed in childhood. [1, p.23]

Do not share the trait of character as their child's lack of unknown people. Keep a child's self-assessment. Positive attitude-the basis of psychological survival of the child. Actively listening to the life experience and needs of a child. Not to interfere in the activities of the child, with which it can handle. Help the child when he requests.

Yu. B. Gippenreiter describes such an example: «Dad mom, I love you very much. What will I get for this?» The answer was: “My daughter has a high self-esteem”. [2, p.21]

Every parent should know about the psychological development of the children “ zone of approximate development” by Vygotsky. [1, p.24]. To make only what he cannot do, let him do it himself, allow a child to develop a new actions independently do not inspire fear, do not create the awkward situation to the child, especially with unknown people or a large number of people what will the child get after when we’ll help him to overcome the uncertainty.

It is necessary confident to express their opinions, requests, requirements, to need their interests, to have independent opinion and easily to be succeed, confident and easy to communicate with friends and adults.

What are the parental qualities that could help children to become confident? Tolerate attitude to the problems of the child, expression of love that can rise the confidence, support of the child in a difficult situation in such a phrase as "I understand you", "I sympathize with you", "At me so was", "I believe in you”. Positive experience of the father (mother) life can also overcome uncertainty.

We also used game techniques, for example, the roles were distributed-parents and children. For example, the child can't tie a scarf. In the game, he tries to do this. And an adult praise or scolds him. It is discussed - what the child is experiencing, what does he feel, which method is better.

In the process of socializing preschoolers, we used digital technologies in a different way. We offered children to travel in time: the past, present, future of their image; children were asked to describe social situations orally, and then to depict the situation on the computer in the form of a graphic model-signs (lines, images, drawing, ideogram, etc.). This caused the children to have vivid emotions and discussion, the attention was focused and more prolonged, and there was a steady interest in the knowledge of their peers.

Very useful to take part in child's games "Miraculous transformations stable/insecure (hare, Fox, baby, uncle, etc.)". Show me what your emotion is today? Name the emotion in Russian and English.

Why is it like this? Tell me what emotion you had yesterday (in Russian and English)? Show the emotion in the picture. Why was it like this yesterday? What do you think your emotion will be tomorrow? (Show and name in Russian and English).

Draw your favorite emotion, choose the means by which you will do it (with chalk, paint, on the tablet screen, on a musical instrument, etc.).

Looking at the works of artists, we asked the children not only to describe the emotion, but also to tell what the artistic means the artist used to depict the emotion so that we would recognize it (color, lines, volumes, movement, etc.). In this way, you can teach children to recognize the emotions of their own and other people

And a very important problem is to help the young child to adapt to the kindergarten. Colleagues – psychologists from the UK advised to use the term "adjustment". Since the term "adaptation" is of a biological nature.

Work continues on the dissemination of psychological knowledge among parents. In conjunction with the psychology students the problem of "The adjustment of three-year-old children to kindergarten" was studied. Parents are essential in helping a child to adjust well to kindergarten. In the "settling in" period, kindergarten staff and family should unite to support the child, but in this case support by the family is key.

A personal profile form was created, to be completed for each child and her/his family. This profile is based on the ways that parents supervise their children's behavior and how they meet their vital needs, their psychological development, their personality skills. Parents are expected to help their children go through the period of adjustment (or adaptation), however, the parents themselves need psychological and pedagogical support in this period.

Certain activities were therefore held, with the aim of supporting parents in this way, including: a parent conference, individual consulting, parent-child educational projects and training with the use of role-playing games. Parents were invited to a meeting on the topic "What is 'adjustment' and what does it depend on?"

Classes for parents were also held on the following topics: psychological characteristics of age, daily routine, self-management, etc. These interactions with parents were intensive and totally 'immersed' them in the educational aspects of child-rearing. Finally, parents were provided with recommendations which had been drawn up for each child. The psychologists referred to, for example, the changing nature of the child as they develop, and the crises of children at three years old. Follow-up individual consultations were conducted for parents on topics such as eating behavior, and their children's games and activities. The results of this work showed increased success of children's adjustment. Similar work has also been conducted with the parents concerning pre-school education.

### **Results**

The results of the work carried out include the following.

Transfer of the acquired knowledge by parents to the practice of family education. The enrichment of family leisure, the unification of children and adults in common affairs, the formation of family traditions. Parents' answers to children's questions, reading books together, watching TV programs together. Creating conditions in the family for the development of children. The boy's father became interested in his son's drawings, paid attention to their quality, and the child was enrolled in a drawing class. Organization of children's and family holidays in the family, joint attendance of spectacular events by parents and children.

### **Conclusion**

Thus, by involving parents in the educational activities of a preschool educational organization and organizing joint activities of teachers, parents and children, it is possible to influence family education, in particular, the realization of children's needs in communicating with parents and other family members. So to prevent the appearance of uncertainty in children, to help them to socialize.

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## **ULOGA OBITELJSKOG OBRAZOVANJA U SOCIJALIZACIJI PREDŠKOLSKE DECE**

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**Sažetak:** Porodica za predškolsko dijete prvi je i glavni faktor socijalizacije. Kao što pokazuju iskustva i istraživanja, porodica nije uvijek pozitivan faktor u socijalizaciji djece. Greške roditelja doprinose narušavanju procesa socijalizacije i pojavi sumnje u sebe kod djeteta. U ovom ćemo članku govoriti o nesigurnom djetetu. Na osnovu proučavanja literature, sastavili smo generalizirani portret nesigurnog djeteta. Autor razmatra razloge nesigurnog ponašanja djeteta. Uključuju nedostatak ljubavi; odrasli ne pružaju izdržavanje svom djetetu u neobičnim okolnostima. Nazivaju ih, ismijavaju dijete. Roditelji koriste takve metode obrazovanja kao upozorenje, upozorenje, prijetnje, kažnjavanje. Neizvjesnost djeteta pokriva emocionalnu sferu ponašanja i svijest. Nesposobnost da se dijete razumije, motivi njegovih postupaka, da se situacija vidi njegovim očima, da se pogleda spolja - najtipičniji nedostatak roditelja. Dijete počinje misliti da je stvarno loše, slabe volje, da je neuspjeh. Članak predstavlja vrste sumnje u sebe. Autor opisuje rezultate ankete roditelja o metodama koje se koriste za odgajanje djece u porodici. Autor razmatra način rješavanja problema: interakcija s roditeljima djece u vrtiću. Za roditelje su razvijene preporuke na ovu temu: Kako možemo pomoći vašem " nesigurnom " djetetu? Glavna stvar je formiranje pozitivnog stava roditelja - osnova psihološkog preživljavanja djeteta. Svaki roditelj bi trebao znati o psihološkom razvoju djece. Posebna pažnja posvećena je pitanju adaptacije djeteta na vrtić. Opisani su oblici pružanja psihološke i pedagoške pomoći roditeljima.

**Ključne riječi:** socijalizacija, nesigurno dijete, roditelji, porodica.