

## TIPOLOGY OF THE MODERN PURPOSEFUL FAMILY EDUCATIONAL ORIENTATIONS

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**Summary.** The article considers the modern dimensions of the family educational purposes. On the base of classical conceptions of purposeful educational orientations are taken out the current aspects of the relations between children and parents and their purposeful orientation in the context of the family upbringing.

**Key words:** modern projections; aims of the family upbringing; parental strategies; educational styles of the family.

The problem about the aims of the upbringing is one of the main problems in the whole history of the pedagogy. The classical conception for the final aim of the education connects it to the achievement of the necessary and optimum level of education, which can assure the adequate socialization of the person in the society and to guarantee the presence of opportunities for self-realization and self-actuality.

Modern decision of the problem about the educational aims of the family as one of the most important factors for socialization, are reflected in the instructive parameters of some pedagogical taxonomies, as in the specific aspects in a series of more common conceptions fixed on the problems for the relation in the triad “child – family – society”.

Among the pedagogical taxonomies, an application within the family upbringing finds the operational Taxonomy of D’Eno [1]: extended model of aims, outlining the trajectory for achievement of certain desired profile of the child’s personality.

The first group is orientated to development of the abilities of the child to do the following intellectual procedures: to acquire information, to transfer one code in another, to find relations, to foresee, to adapt, to learn, to take rational decisions, to choose and asset, to work out a plan (strategies) for action, to influence on the environment, to apply knowledges into the practice, to organize, to explain, to prove.

The second group of aims is addressed to forming the abilities in the social-affective relations sphere: to feel and perceive, to choose valuables, to explain its own and somebody’s else behavior, sympathy abilities, to make self-evaluation, to evaluate other things and ideas, to grade value orientations, to foresee and respond for the consequences of its own actions, to wish and to reject, to inspire, to engage and fight, to adapt.

Two of the most widespread modern conceptions for the system of family educational aims are distinguished with a similar theoretical close-up: The conception of Anre Wery [4] and particular formulations from the Conception of Jean Kelerhals and Cleopatra Montadon [3].

The leading idea in A. Wery’s concept about the final aims of the family is generated around the fundamental role of his two next functions: initially the arising purposefulness in genetic plan of the parents’ behavior into assuring an optimal adaptation of the child to the social life and not less important activity as forming and development of the child personality.

Regarding the optimal adaptation of the child to the social life, the family is the first social group in which the child acquires and organizes its social experience. The sense of belonging to certain community confirms in the child. The family micro society translates to the child personality basic knowledge, values and behavior models which are necessary for his integration in the global social space.

Social integration is accompanied by processes of individual adaptation to the standards and requirements of the environment. In this aspect the family is orientated to assure optimal conditions which are necessary to the child at the initial stage of its adaptation to the environmental influences and to strengthen its opportunities for adaptation, for reaching the final effect of socialization which is staked on the educational aims.

The mechanism of social adaptation in the context of the family system has two supports: the reaction of the Ego to the external pressure and vice versa, the power of family which is applied to the Ego of the child.

In this collision there is a mutual development (ambivalent reaction) – as the child is adapting to the environment, so the family is adapting to the child.

The accent in the purposeful educational orientation of the family concerning personal forming and development of the child is set on the priority, according to A. Wery, mother's presence. Its dominant position regarding realizing of this aim is based on the specific of functional – role determinants of the mother.

The point of the family educational aims may be searched in other directions of commitment with the social and personal development of the child: the idea for the aspect of the child personality; an orientation for forming the certain (fixed in the parents ideas) future social position of the child in the society (for instance profession); a vision for reaching the necessary (according to parent) educational and socio-integration level; an aspiration for forming of certain valuable system.

The problem for the dimensions of the child personality in the context of the social development is concentrated around the functioning of four basic instructive components: auto regulation, accommodation, cooperation, sensitivity.

The first two dimensions have instrumental direction, the next two – expressive. All projections act simultaneously, forming the social aspect of the child personality. During the socialization parents can accent more or less on one or another of them and to create a specific style of social integration of their child. It is determined by socio-economical resources of the family, the style of cohesion and child identity.

We are going to consider the educational aims of the family from a point of view of their abstract position in time [4].

Distant aims of the family can be connected to the personal characteristics of the child, which exist on parent projections level for their future development and condition.

The medium aims are determined as relatively close, with an opportunity for certain delay in time.

The educational influences are characterized with the largest intensity, concerning realizing of the closest aims of the education. They are directly orientated to determination, differentiation and forming the unassimilated till this moment qualities.

Concerned to the certain aspects of socialization, the direct purposeful influences in a future plan have the next form:

During the auto regulation the educational efforts of the parents are concentrated around the forming of responsible behavior, strong-willed qualities, abilities to overcome problem situations, stimulating of the initiative and self-dependence.

The main parental requirements regarding the accommodation, determined as a close aim are concentrated on observing the regulative behavior norms, concerning daily activities (hygiene, realization of elementary tasks) and social adaptation (order, discipline, observing established rules).

Regarding the cooperation as a fundamental dimension of socializing, the accents in the purposeful orientation are in the direction of the quality of the child relations with the surrounding people (adults, peers, family) and the projected abilities in them for communication, cooperation and self-expression.

From exclusive importance during the realizing the educational relations is to correspond with the individual sensitivity of the child and to stimulate its interests, abilities and displays of self-identity.

The nature of parental care supposes love to the growing up child and an attitude to the child as to a whole unique personality. The parents' adherence to the child, the sensitivity to its states and experiences, the strong emotional – affective relation and mostly the consciousness for global responsibility for the future determine to a great extent the condition of their educational orientations.

The educational aims of the modern parents are dictated by the action of a number of specific personal and socio-cultural determinants. The concerned dimensions of educational behavior are objectified in its purposeful direction to prevent the negative influences of the modern social environment (drugs, crime, deviated behavior, violence, personal demoralization) and to improve the vital motivation as a "necessary

condition” for prosperity in the modern society (increased requirements in line with the actual values).

The fears of the modern parents are conceived from the feeling for indefensibility, lost of control over the external influences and helplessness to the aggressive interference of the environmental destructive powers in the world of the growing up child.

In the focus of the parental disturbance are risk factors threatening the physical, psychically and social health of the child. Considered in this aspect the educational aims of the family are directed to have a preventive effect for neutralizing the effect from the presence and the opportunity for penetrating in the consciousness and behavior of the child of unwanted harmful occurrences from the reality.

The influence of the modern socio-cultural reality reflects in the child – parents’ relations in purposeful plan and regarding the hierarchy and the power of putting the aims, subjecting them on actual motive powers and conditions for personal and social realization.

Nowadays life success turned into one of the dominant social values. Today the parents love itself is changed from the absolute love and the ability to accept the child such as is to the displays of mixed feelings: admiration for the child, which is “successful” and shame from the “unsuccessful”, which doesn’t respond to the high requirements.

The value adjustment of the society is also changed which reflects inevitably on the family upbringing. The psychically prosperity of the child, the emotional contact with it are no longer in the value priorities of the parents. The accent of putting aims is removed on the intellectual development and the vision for the child personality as a future successful individual with high career achievements.

The realistic parents’ ambitions are “healthy”, they optimize and stimulate the development, stabilize the self-assessment, but when they cross the limit of abilities and gifts of the child they get unnecessary, pathological and turn into a tie, in overload for the child itself, upset the psychological climate in the family and influence negatively on the condition of the child-parents relations.

Such type of relation with overexposing of the requirements to the child is characterized with the term hyper socialization. It is expressed in the parents adjustments to see in its achievements prestige, an opportunity for self-approval or realization of their unrealized potential opportunities.

The child is psychologically created to depend and to look for external evaluation for itself, for its actions and achievements, that’s why the child tends to comfort, obedience and tendency to satisfy parents’ requirements.

It turns out that the child feels obliged to prove continuously, that can justify the assigned expectations and start to live a life that is predetermined by the parents. In such atmosphere children can turn into neurotic type personalities with a hard dependence on their own achievements.

Parents usually realize super ambitions regarding the child through applying authoritarian approach. In this case are characterized displays as: evaluated attitude, control of the child actions, comparing with others, increased requirements and expectations to realizing certain actions, achievements, differentiated external evaluation of its qualities and character characteristics, purposeful strategy of parent behavior directed to forming of necessary, according to the parent idea, qualities for achieving the aim.

Using such approach the personal beginning is decreased, the autonomy and individuality of the child are repressed.

Parents ambitions deprive the child of building an own perspective for development, depreciate the personality, destroy internal stimuli and act demotivating on the drive for self-realization and self-actualization.

In these relations is determined a pathological dependence between the child and the parent, because of the impossibility for realization of their own control outside the strict parental control, as according to super ambitious educators this could fail and vitiate realizing their aims. The results from this parental behavior are expressed in displays as infantilism, dependence, lack of satisfaction of the child. It premises forming of insufficient “I – concept” and the appearance of emotional discomfort, caused from the inward contradictions between both the executable aims and the opportuni-

ties for real achievement, from the passive resistance against the burden of imposed responsibilities.

The system of family educational aims is integrative characteristic of the whole process of forming and socializing of the child personality, realized within the family. It is constructed on the base of the parental orientation of values, motives and aims of the parents, expectations connected with applying a certain style of educational behavior and the ideas of the educators for the desired aspect of the child; it is determined by the specificity of its age and idiosyncrasies and is realized through complex influences of the family along with the other factors of the socialization.

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### **ИСТОКИ ФОРМИРОВАНИЯ ПЕДАГОГИКИ ДЕТСКОЙ ХОРЕОГРАФИИ КАК САМОСТОЯТЕЛЬНОЙ СИСТЕМЫ**

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#### **THE ORIGINS OF THE FORMATION OF CHILDREN'S CHOREOGRAPHY AS A SELF-TEACHING SYSTEM**

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**Summary.** The relevance of this subject is driven by the need to further develop and seek new efficient, most relevant child entity working methods in the choreographic collective. History and past experience serves as a good example of this.

**Key words:** work with children choreographic group leader; teacher; lecturer; pedagogic method; pedagogical system.

В период с 1917 по 1934 год руководители и политические деятели нового государства, провозгласившие идеал всесторонне и гармонично развитой личности, направляли свои усилия на утверждение нового взгляда на искусство, обосновывая необходимость эстетического и художественного воспитания подрастающего поколения, без которого не могло состояться его социальное становление. «Поскольку мы говорим о создании нового человека, – пишет Луначарский, – совершенно ясно, что перед нами с точки зрения сознательного влияния на ход воспитательного процесса выступает как одна из основных задач наша школа» [3, с. 279].

Особое место в развитии творческих и эстетических начал личности отводилось преподаванию искусству движения.

В этот период руководством создаются условия самого широкого приобщения хореографов к работе с детьми, преподаванию искусству танца, формируется система культурно-просветительных, внешкольных, школьных учреждений, где идёт становление различных форм работы с детьми по эстетическому, художественному воспитанию. Начинает развиваться сеть студий, клубов, кружков, ориентированных на работу с детьми в области искусства. Приобщение детей к хореографической культуре идёт через овладение новыми танцевальными, пла-