

Artículo de investigación

Influence of the role and status of a preschool child on the keeping a positive microclimate inside the family

ВЛИЯНИЕ РОЛЕВОГО СТАТУСА РЕБЕНКА-ДОШКОЛЬНИКА НА СОХРАНЕНИЕ ПОЛОЖИТЕЛЬНОГО МИКРОКЛИМАТА В СЕМЬЕ

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Abstract

The article deals with the problem of the influence of the role and status of a child on the keeping a positive microclimate inside the family and positive relationships between parents and children. Preschool age is like no other characterized by the strongest dependence on adults, and this stage of personality development is mainly determined by the child's relationships with adults. Even adults themselves sometimes do not understand how their personal qualities become the property of children, in what way, according to the specifics of childhood, they are interpreted, and what significance they acquire for the child. In connection with the special educational role of the family, the issue of how to maximize the positive interaction between family members, minimizing the negative impact of adult family members on children, is of particular importance. The article is devoted to this issue. The aim of the study is to identify the influence of the role status of a preschool child on maintaining a positive microclimate in the family. The methodology of our study was based on the application of a set of theoretical and practical

Аннотация

В статье рассматривается проблема влияния ролевого статуса ребенка на сохранение позитивного микроклимата в семье, положительных взаимоотношений между родителями и детьми. Дошкольный возраст как никакой другой характеризуется сильнейшей зависимостью от взрослого, и прохождение этого этапа становления личности определяется во многом тем, как у ребенка складываются отношения со взрослыми. Не всегда даже сами взрослые понимают, каким образом их личностные качества становятся достоянием детей, как своеобразно, соответственно специфике детского возраста они интерпретируются, какое значение приобретают для ребенка. В связи с особой воспитательной ролью семьи актуализируется вопрос о том, как суметь максимизировать положительное взаимодействие между членами семьи, сведя к минимуму отрицательное влияние взрослых членов семьи на детей. Данной проблематике посвящена предлагаемая статья. Целью исследования является

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methods. As a result of the study, we concluded that parents, in order to maintain a positive microclimate in the family, must take into account the following features of a preschool child: a) a child can arbitrarily control its behavior, as well as processes of attention and remembering, emotional reactions; b) in any type of activity, a child can go beyond the immediate situation, realize the time perspective, at the same time keep in consciousness a chain of interrelated events or different states of a substance or a process; c) the leading value in the psychological development of a preschool child is imagination. In order to maintain a positive microclimate in the family, it is necessary to accept the child as he is, with all his personality characteristics. The main role of the child in such a family is the role of her beloved member.

Keywords: Family, family education, parenting, psychological climate of the family status, the role of a preschool child.

Introduction

The main goal of our study is to determine the role of the child in the family, its influence on the nature of the relationship between parents and other adult family members, as well as the role of family interaction in introducing children to moral values of all mankind and a particular society from an early age.

The scientific novelty consists in the fact that the article gives a meaningful description of the concepts “the role and status of a preschool child” and “microclimate in the family”; identifies the specifics and problems of family socialization of a preschool child; discloses the positive influence of the role and status of the child on the microclimate inside the family.

The family is a unique subsystem of the state, capable of successfully performing specific functions in the reproduction of the population and the socialization of new generations. It is for these reasons that the task of professional study

выявление влияния ролевого статуса ребенка-дошкольника на сохранение положительного микроклимата в семье. Методология нашего исследования основывалась на применении комплекса теоретических и практических методов. В результате исследования нами был сделан вывод о том, что родителям для соблюдения положительного микроклимата в семье необходимо учитывать следующие особенности ребенка-дошкольника: а) ребенок может произвольно управлять своим поведением, а также процессами внимания и запоминания, эмоциональными реакциями; б) в любом виде деятельности ребенок может выйти за пределы сиюминутной ситуации, осознать временную перспективу, одновременно удержать в сознании цепочку взаимосвязанных событий или разные состояния вещества или процесса; в) ведущее значение в психологическом развитии ребенка-дошкольника имеет воображение. Чтобы сохранить в семье положительный микроклимат, необходимо принимать ребенка таким, каков он есть, со всеми его личностными особенностями. Главная роль ребенка в такой семье – роль любимого ее члена.

Ключевые слова: семья, семейное воспитание, статус, роль ребенка-дошкольника, родительство, психологический климат семьи.

of the family as a social system, relations between the family and the state, and the conceptual foundations of state family policy is of particular importance. The family plays an extremely important role in the formation and development of the child's personality, since from the very first moments of life the child develops as a social being. In view of this, parents automatically acquire the status of vitally important figures for the child, since its physical life in the most literal sense depends on them (Winnescott, 2009). In the future, the need for their approval and love are important for it, too. In relationships with parents, the child gets and assimilates interpersonal communication skills, behavioral skills, sex-role behavior patterns and much more. Parenting is one of the most important aspects of interpersonal relationships in the family.

The family is a source of the transfer of social historical experience to the child and, above all,

the experience of business and emotional relationships between people. Taking into account this, we can rightfully assume that the family was, is and will be the most important institution for the upbringing and socialization of the child. The style of attitudes of adults to the child not only affects the formation of a certain style of children's behavior, but also ensures the mental health of children. However, it is equally important to determine the influence of the role and status of a preschool child on maintaining and strengthening a positive family microclimate.

Theoretical framework

The set of social roles of a person in society is very large, and at each moment of life people play one of these roles, or they can play several roles at the same time.

In this context, it seems necessary to consider the essence of the concepts of "role" and "status". Status is a position taken in society and in the family. A role is a model of behavior, a way of interaction used in relationships. We can say that the status is a person's position, and the role is a model of behavior in accordance with status (Breyeva, 1999).

In all societies, there is a separation between statuses and roles. Moreover, it is obvious that all members of society should be distributed within the social structure in such a way that they could fill various statuses and fulfill respective roles. Although the statuses that make up the social structure may vary, they do not have to occupy a specific place in relation to each other.

Determining the place of preschool children in a modern family, it is necessary to consider the current views on children (or traditions of attitudes towards them) in pedagogy and sociology, which, according to E.B. Breyeva, can be combined into four groups (Breyeva, 1999).

The most common tradition is based on the fact that children are a group of people being in a period of transition which goal is integration and socialization of children in society. The task of children is to prepare for life in society on an equal footing with adults. According to these researchers, children are not an equal part of society, they are only preparing for this. The attitude of adults towards children is based on the fact that adults act logically, having seriously considered everything, while children are impulsive and emotional.

Other researchers consider children as the most significant group of the population, and their needs as the highest in society. They must be a priority, because it is they who determine the future of society. The prospects for future family and society depend on the fact, what and how much we "invest" in children. As far as we know, this point of view on children is not common among scientists in Russia. Undoubtedly, children are the same people as adults, they have their own opinion and their own views. But their life experience is still very small, they do not know much and can not do much. Objectively, they need support, help and love of adults (Breyeva, 1999).

The third group of researchers (most of them) reduces the concept of "children as a category" to discussions about which age groups should be assigned to children. Proponents of this approach actually evade the definition of this category, they only limit themselves by the time frame, replacing the essence of the problem.

The fourth group of researchers proceeds from the fact that children are a part of society participating in its activities and having equal rights with other groups of the population. This point of view on children seems to us the most convincing and socially fair. Such attitude towards children is also promising from the point of view of the formation of a social state in Russia.

Nowadays it is quite obvious that we should talk about a preschool child not only as an object of protection, upbringing, socialization and other external influences, but also as an active and conscious subject of life. When considering the role and status of the child in the family, it is necessary to remember that he/she is a "figure", an independent person. He not only plays, but also produces valuable products, participates in various affairs at home and outside. From the point of view of sociology, today we should consider children as a social group whose task is to accumulate human capital (Breyeva, 1999).

Each role and status are first of all an assessment, for achieving which the subject should assimilate social norms and ideas, fixed as a set of rights and obligations, the implementation of which forms a social role (*Sociology: Encyclopedia*, 2003). Therefore, considering the role and status of children in the family, it is necessary to talk about the problems of the rights of the child in the family and in society, as well as about the problem of social policy regarding childhood. The current legal status of the child is defined in

the following international acts: in “Geneva Declaration of the Rights of the Child” (1924), “The Declaration of the Rights of the Child”, adopted by the UN General Assembly on November 20, 1959, in “The Convention on the Rights of the Child”, adopted by the UN General Assembly in 1989.

In Russian society, the understanding of the need to recognize a child as a subject of rights and obligations, and not just as an object of educational influence, is gradually growing. At the same time, in the Russian Federation there are some particular difficulties with the implementation of the ideas of the rights of the child at the micro level - primarily in the family and at school. At the micro level, these changes are taking place slowly, affecting only partially the various spheres of family life (Shcheglova, 2001). State policy in the interests of children involves caring for the material and spiritual conditions of the younger generation, including it in the life process of society within acceptable boundaries for this age, and ensuring guarantees of children's rights (Shcheglova, 2001). One of the main tasks in the development and implementation of childhood social policy is to provide the child with the opportunity to become not only an “object of management”, but also a “subject of development”. Today, childhood should become the subject of conscious designing, which is formalized into legislative acts of social, economic, family and educational policy (Mehrishvili, 2007). The social policy of childhood is seen as a comprehensive system of socio-political activity that provides children with all social guarantees, the purpose of which is to provide opportunities for effective socialization and full development of children in the interests of the individual and society (Mehrishvili, 2007).

While talking about the status of children in modern Russian society and the family, we should pay attention to the study of problems concerning the situation of children in modern Russian society and in the family as a small group. Among them are all kinds of violence against children, the lack of socio-economic and socio-psychological well-being in the parent family, homelessness, the problem of reproductive behavior and children's health, negative attitudes towards children and the formation of deviant strategies for children's behavior.

In connection with the foregoing, the emotional significance of family relationships is increasing. They affect the value orientations of the

personality of each family member, including a preschool child, and determine the overall success of family life. The success of family life or its disadvantage affects both the psyche and the status of a preschool child (Markovskaya, 2010).

Intra-family processes can act both as a positive and as a negative factor in upbringing, which affects the formation of a child's personality and the formation of the role that he/she plays in the family.

The role of the child in the family is largely determined by the life scenario that the particular family has chosen and his/her relationship with his/her parents. Communication between parents and children is based on certain principles, which, in turn, depend on the style of education. The microclimate in the family is a kind of relationship system that has developed between family members.

The combination of individual characteristics of family members with its structural and functional parameters is combined into a complex characteristic – family status (Kolomensky, 2007). Scientists show that a family can have at least 4 statuses: socio-psychological, socio-economic, role-situational and sociocultural ones. The listed statuses characterize the state of the family, its position in a certain sphere of life at a particular point in time.

The socio-economic status of the family is determined by its financial situation. The socio-psychological status of the family (i.e. its psychological climate) is a more or less stable emotional mood, which consists of the mood of all family members and their emotional experiences, as well as their relationship to work, to each other, to other people, to current events. There are some indicators of the state of the psychological climate of the family: the degree of emotional comfort, the level of anxiety, the degree of mutual understanding, respect, support, help, empathy and mutual influence, places for leisure activities (with the family or outside it), the openness of the family in relationships with the immediate environment (Grebennikov, 2008).

Favorable family relations are based on the principles of cooperation and equality, respect for individual rights, emotional closeness, mutual affection, and satisfaction of each family member with the quality of these relations. In this case, the socio-psychological status of the family is assessed as high.

When there are conflicts and difficulties in the family, family members experience emotional discomfort and constant anxiety, alienation dominates the relationship – the psychological climate in the family is unfavorable. All this prevents the family from fulfilling one of its main functions – psychotherapeutic, based on the removal of fatigue and stress, replenishing the mental and physical strength of each family member.

The socio-cultural status of the family is considered high when the family copes with the role of guardian of traditions and customs; it has developed spiritual needs, a wide range of interests; the family has diverse leisure activities, rationally organized life. If the spiritual needs of the family are not developed, their life is not organized, the range of interests is limited, there is no labor, cultural or leisure activity uniting the family, the family leads a dysfunctional lifestyle, the moral regulation of the behavior of family members is weak, then its level of culture is considered low.

The role-situational status of the family is associated with the attitude of family members to the child. The role-situational status of a family is considered high when there is a constructive attitude towards the child in it, a high culture and family activity in solving the child's problems. If there is an emphasis on the child's problems in the family, then we can talk about the average level of the role-situational status of such a family. In the case of ignoring the child's problems and (especially) the negative attitude towards him/her (usually combined with low culture and family activity), the role-situational status of the family is defined as low (*Dialogues on Education: A Book for Parents*, 2008).

S.V. Kovalev believes that the socio-psychological factors affecting the mental health of children and their moral level include, first of all, the disharmony of family relations and the disharmony of family education (i.e., violations in the field of parent-child relationships) (Kovalev, 2008). The scientist notes that husband and wife are rallying by the birth of the child and their joint educational processes affect the development of the child's personality.

Close attention is being paid to the problem of marital and child-parent relations in both foreign and domestic literature. They single out the nature, causes of family conflicts and ways of their correction. Mental health or unhealth of a child is closely related to the style of parenting,

which depends on the nature of the relationship between parents and children.

Many scientists believe that the cruel upbringing of a child leads to a characterological development of the inhibitory type associated with the appearance of shyness, timidity, and simultaneous selective domination in a child; the education pendulum (today we prohibit, tomorrow we will allow) leads to affective states in children and neurasthenia; the guardian education leads to the child's feeling of dependence and low volitional potential; the insufficient education leads to difficulties in the social adaptation of the child (8). Many scientists are convinced that parental hyperprotection or radical neglect lead to instability and aggressiveness of children (Kornik, A.V., Kornik, E.S., 2009). At the same time, insufficient and cruel attitude towards the child forms a "malicious-clogged" type of children (with self-absorption, with instability of behavior and disturbances in the communicative sphere); the overly caressing attitude forms a "soft-clogged" type of children (with addictive behavior, coldness and indifference); the education by type "the idol of the family" gives the child rise to excessive ambitions, over-diligence, the desire to be the first and to control others.

A.I. Antonov and V.M. Medkov, confirming the idea expressed by V.G. Belinsky in the XIX century, pay attention to the fact that a strict unfair treatment of children in the family is the reason for the development of their painful mental state; an overly-condescending attitude cause the emotional overflowing in children; the excessive demanding is the cause of the child's mental weakness (Antonov, Medkov, 2006). Domestic and foreign authors also emphasize that parents sometimes build their relationship with a child, not realizing that they just copy the model of education of their own parents.

G.S. Lyubina considers the ignorance of the psychological characteristics of the child's age, as well as the tasks, content, forms and methods of raising a child, as the reason for the negative attitude of parents to the child (Lyubina, 2007).

Methodology

Our study involved 70 families in which there are preschool children. In our research were used the following theoretical methods: an extensive study of special philosophical, psychological, pedagogical and scientific-methodical literature on the theory and practice of family education, as well as educational and methodical

documentation based on analysis, synthesis and theoretical modeling. Empirical methods (observation and analysis of family relationships of parents and preschool children) were used in the experimental part of the research.

Results and discussion

The result of the theoretical study of the influence of the role and status of a preschool child on the microclimate inside the family and the monitoring of families with different statuses over 5 years led us to the conclusion that parents should take into account the following features of the preschool child in order to maintain a positive microclimate inside the family:

- a) A child can arbitrarily control its behavior, as well as processes of attention and remembering, emotional reactions;
- b) In any type of activity, a child can go beyond the immediate situation, realize the time perspective, at the same time keep in consciousness a chain of interrelated events or different states of a substance or a process;
- c) The leading value in the psychological development of a preschool child is imagination.

Factors influencing the child's mental development are a cruel, overly strict attitude to the child, lack of emotional contact and limited communication with him/her, ignorance of age and individual characteristics of the child.

The influence of parents on the formation of children's ways of behavior in difficult situations is extremely large. We have identified at least three aspects of this influence:

1. The style of family education, which largely develops the personality of the child. So, we took into account three groups of children, whose characters corresponded to certain types of educational influences practiced in the family. The following dependencies were established:
 - a) Authoritative parents – initiative, sociable, kind children;
 - b) Authoritarian parents – irritable, conflict-prone children;
 - c) Indulgent parents – impulsive, aggressive children.

2. The own behavior of parents in various difficult situations, which the child (consciously or unconsciously) takes for itself as an example to follow.
3. Targeted training of children in constructive ways to overcome difficult situations.

But we should not forget that the child also plays a certain and at the same time quite important role in the family. When considering the parent-child relationships in the family, one of the main issues is the concept of "role". A child can fulfill various roles in the system of family relations, the content of which is determined mainly by the need of the parents that the child satisfies, namely:

- A child may be a compensation for unsatisfactory marital relations. In this case, the child acts as a means by which one of the parents can strengthen his/her position in the family. If this need for compensation and strengthening the position is satisfied, the child becomes an idol;
- A child may be a sign of the social status of the family, symbolizing its social well-being ("We have everything as people do"). In this case, the child acts as an object for social presentation;
- A child can be an element that binds the family, not letting it collapse ("We do not get divorced just for you"). In this case, the child has a great psychological burden, causing him/her a high degree of emotional stress. The child begins to believe that it is his behavior that causes the parents to divorce, if such an event really happens.

Conclusion.

To sum up, the atmosphere of the family and the whole family lifestyle affect the child. Communication experience gained in the family is very important. It largely determines the well-being of the relationship between children and people around them.

Parents make up the first social environment of the child. The personalities of mother and father play a significant role in the life of each person. It is no coincidence that we turn to parents (especially, to mother) in difficult moments of our lives. However, feelings that characterize the relationship between the child and parents are special feelings that are different from other emotional relationships. The specificity of

feelings that arise between children and parents is mainly determined by the fact that parental care is necessary to maintain the very life of the child. And the need for parental love is truly a vital need for a small human being. Intra-family processes can act as both a positive and a negative factor in upbringing, affecting the formation of the child's personality.

In a normal family, a child is given roles that are not given to children in "difficult" families. These are the roles of an assistant, an equal participant in the conversation, an interesting person (interestingly thinking, fantasizing, drawing, constructing, etc.) and even an adviser. It does not matter if the child is right in making this or that argument. Adults can always have counterarguments. It is important that he/she forms three most important feelings: community with family, personal responsibility to others and, in addition, pride in his/her participation in family life. *And just when the child is not attached to any of the family roles, does not have a permanent role and status, but is itself, he/she involuntarily and naturally fulfills the role and status of maintaining a positive microclimate inside the family.*

The child's ideas about certain vital social values contribute to his painless adaptation to life in society. Thanks to close cooperation between public and family education, the child's horizons expand, and his/her sociocultural experience accumulates. A child realizes his/her abilities in a peer society (in a preschool and school organization), which contributes to the formation of his intellect (Bogomolova, 2015).

The positive attitude of a person towards family values and national culture is closely interconnected with the ideas of "parenting" and "parental culture". The idea of a full-fledged family in Russian cultural practice is inextricably linked with the orientation on the birth of children and the title of "parent". Parent culture is one of the leading prerequisites for the upbringing of children, which is important not only for an individual family, but also for the country as a whole (Bogomolova, 2015).

In relationships with parents a child gets and masters behavioral skills, interpersonal communication skills, sex-role behavior patterns and much more. Parenting is one of the most important aspects of interpersonal relationships in the family.

The microclimate of the family is associated with the peculiar atmosphere of family relations that

have developed in the family between its members. The concepts of "prosperous", "not entirely prosperous", and "dysfunctional" family are characterized by the content of the relationships and processes that are established in it, which determine the atmosphere of everyday life. The family microclimate is based primarily on relations between spouses, sometimes between spouses and older family members (grandfather, grandmother, mother-in-law, etc.). The complexity of interpersonal relationships is that each spouse must adapt to the wishes, habits, needs and interests of the other, while before marriage they were satisfied autonomously or depended on their parents.

There are no strict rules in the aesthetics of family relationships; it requires creativity for each family member. From the point of view of human norms, mutual respect, equality between spouses (woman and man), duty to the family and society are most justified and preferred. To a large extent, the family microclimate depends on the general culture of a person, his/her knowledge of life, ideas about beauty, kindness, interpersonal relationships, and on the pliability of spouses.

The quality of parent-child relationships depends on many factors that have a significant impact not only on the mental development of the child, but also on its behavior, attitudes in communication at the stage of growing up. In general, modern parent-child relationships are complex and have a general tendency at the level of society to neglect parental responsibilities and manifestations of cruelty, which is detrimental to the physical and mental health of the child and its well-being.

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