

THE INFLUENCE OF THE FAMILY ON THE PROCESS OF SOCIALIZATION

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Abstract: The article deals with the influence of the family on the process of socialization

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A well-functioning family is considered by researchers as a family that performs its functions responsibly, as a result of which the need for growth and changes in both the family as a whole and each of its members is met. Dysfunctional families are unable to meet certain needs of family members, which inhibits the development of personality, causes the emergence of neuro-psychic stress, anxiety. The educational function of the family is understood not only as the purposeful influence of parents, including training in knowledge and skills of behavior, but also as the direct nature of the relationship (treatment) with children. The child needs something tangible, concrete: a daily attitude that allows him to grow up feeling necessary and meaningful to his parents; and it is also extremely important for him to grow in a sense of security.

Parental love is a two-way relationship, and it cannot be evaluated from one point of view. It involves two participants—a parent and a child, who are connected by mutual understanding, mutual respect and mutual sympathy. The child feels the love of the parent and the parent perceives himself as loving if, first, the parent is able to express his feelings for the child in an accessible way, respectively, second, the child understands his parent and, third, the parent understands the internal state of the child and is able to perceive the feelings of love and affection expressed by the child. Understanding yourself in the family, although not fully realized by the child, but it determines his reaction to what is happening and, moreover, is the

Foundation for existing and future relationships with people. Living in a family, a child accumulates a lot of experience in interpersonal relationships

According To the concept of L. S. Vygotsky, the mental development of a child is determined by the social situation, i.e. its position in society, the system of relations with adults and peers. The social situation of development is not built from the outside, but is created in the process of living interaction between the child and his environment. The transition from one age period to another is associated with changes in the social situation of development. Thus, for children's development, the most important joint activity of a child with an adult, which in each age period has its own socially defined content.

Psychological factors related to the family, interpersonal relationships in the family, and the level of emotional acceptance and support may play a role in the onset of the disease. One of the most important destructive factors for a child's health is an incomplete family. Typical feelings of children in a single-parent family are confusion, insincerity, and resentment. Another, perhaps even more significant factor is the breakdown of the family. When comparing children who grew up in divorced families and in families where one of the parents died, it turned out that only divorce plays a pronounced role in the development of abnormal behavior. It is also noted that systematic conflicts between parents, despite the positive form of communication between parents and children, make children socially disoriented, emotionally labile and passive. Parents who show negative feelings for each other not directly, but indirectly, through the child, take out their tension and conflicts on him, thereby reducing the tension in their relationships. For children, this is an even more traumatic situation, because in this case, the parents show intolerance, distrust, affect and physical punishment towards the child. At the same time, parents try to eliminate their emotional dissatisfaction with increased care for the child, tying it to themselves and isolating it from communication with each other. As a result, the child experiences that he can not be himself, as he can not find recognition, love and understanding in the family. Thus, the fact of having one or both parents is probably less important for

the child's development than the nature of the relationship between the parents and the child.

There are the following types of pathogenic parental behavior: 1) one (both) parents do not meet the child's needs for love or completely reject it; 2) the child serves as a means of resolving marital conflicts in the family; 3) parents threaten to "stop loving" the child or leave the family, using this as disciplinary measures; 4) parents instill in the child that his behavior is responsible for the divorce, illness or death of one of the parents; 5) in the child's environment, there is no person who can understand his experiences, become a figure that replaces the absent or neglecting his duties as a parent.

The lack of parental responsiveness to the needs of the child leads to a feeling of helplessness, which subsequently leads to apathy and even depression, avoidance of new situations and contacts with new people, lack of curiosity and initiative. The presence of personality accentuations in parents also leads to psychosocial disorders in the family. Of the psychological characteristics of parents, the most pathogenic value is excitability, emotional instability, hysteria and anxiety of the mother, instability and impulsivity of the father (E. G. Eidemiller, A. I. Zakharov).

Researchers have identified personal problems of parents that distort the process of education and lead to the formation of various neuropsychiatric disorders in children and adolescents (E. G. Eidemiller and V. V. Justitsky, 2000). These included the expansion of the sphere of parental feelings, preference the baby qualities of the adolescent, educational insecurity, phobia of losing a child, lack of parental feelings, the projection on the teenager's own undesirable qualities and make of the conflict between the spouses in the sphere of education.

However, the well-being of the family is determined not only by the personal characteristics of the parents, but also by the social support of the environment. Children themselves get a lot from socializing outside the family.

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