



Annual International Scientific Conference Early Childhood Care and Education, ECCE
2016, 12-14 May 2016, Moscow, Russia

Relationships Between Parents and Preschool-Age Children Attending Kindergartens

Svetlana Shabas*

University of Humanities, 24a, Surikova St., Yekaterinburg, 620144, Russia

Abstract

The article involves a survey of families with preschool-age children who attend kindergartens. The author analyses the transformation of parents' requests for individual counseling and psychological assessment of their children in connection with deterioration in their mental and physical health as well as with higher prevalence rates of various childhood developmental disorders. The article focuses on the basic social and communication problems of families seeking psychological help and describes peculiarities of modern child-parent relationships.

© 2016 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the organizing committee of ECCE 2016.

Keywords: child-parent relations; preschool age; modern family

1. Introduction

The family is a fundamental institution of human societies. It ensures stability and reproduction of the population in each successive generation leading to physical and socio-cultural substitution as a result of the birth of children and support of family members. In recent years, there have been changes in young families with preschool children caused by social and intrafamilial stratification, destruction of traditional stereotypes of family relations, new approaches to childrearing and education, significant deterioration in the health of the younger generation and an increasing number of children with developmental disorders.

Parent-child relationship during the preschool period influences the formation of the children's attitude to the world and to themselves, shows how to respond to different situations, and develops emotional perception of the environment. As a social institution the family establishes social norms, sanctions, and patterns of children's behavior, governing the relationship between children and their parents and fostering mutual moral responsibility and mutual support. The family is a foundation for shaping the child's perception and ways of interaction with the world, thus contributing to the development of social competences and self-identity in preschoolers [1].

Some authors suppose that contemporary society faces tendencies in modern parenting, which are characterized by the erosion of familiar stereotypes and traditional child care patterns, a growing number of different practices of family upbringing, a fast developing market of goods and services connected with childrearing and education. Nowadays parenting takes place against the background of many contradictions (both

conscious and unconscious), particularly between the growing importance of the values of self-realization and the everlasting value of parenthood [2]. It should be noted that parent-child relationships include personal, age, gender and ethnic modes and role differentiation [3].

In addition, the modern child-parent relationship is characterized by the absence of any possibility to transform and apply the experience of previous generations. Besides, families exist in a new socio-psychological space, civilizational processes affect the child's anatomic, physiological and psychosocial development and practices of early intervention in the process of child care are being introduced and widely used everywhere.

In many families the relationships between parents and children are formed under the influence of social changes associated with an increased intellectualization of early childhood development, prevalence of deprivation processes, parents' focus on their own personal self-realization, and the decreased intrafamilial importance of a child as a social value. Transformation of traditional roles and links between family members, and reconstruction of their interaction with society result in the redistribution of family responsibilities. The same processes change family functions, leading to new tendencies in the development of marriage and family relations [4].

2. Method

This study is based on the analysis of 25 years of practical experience in psychological work with families, which raise children who attend kindergartens in Yekaterinburg's Leninsky district. The author conducted an experimental study of child-parent relationships on the basis of conversations, observations, questioning, expert assessments, self-assessments and adapted standard diagnostic techniques. The choice of methods and procedures was determined by the logic of the study and the tasks at each stage. The study is based on theoretical concepts of personality, interpersonal relations between parents and children, basics of family psychology and the attachment theory.

3. Method

This study is based on the analysis of 25 years of practical experience in psychological work with families, which raise children who attend kindergartens in Yekaterinburg's Leninsky district. The author conducted an experimental study of child-parent relationships on the basis of conversations, observations, questioning, expert assessments, self-assessments and adapted standard diagnostic techniques. The choice of methods and procedures was determined by the logic of the study and the tasks at each stage. The study is based on theoretical concepts of personality, interpersonal relations between parents and children, basics of family psychology and the attachment theory.

4. Method

This study is based on the analysis of 25 years of practical experience in psychological work with families, which raise children who attend kindergartens in Yekaterinburg's Leninsky district. The author conducted an experimental study of child-parent relationships on the basis of conversations, observations, questioning, expert assessments, self-assessments and adapted standard diagnostic techniques. The choice of methods and procedures was determined by the logic of the study and the tasks at each stage. The study is based on theoretical concepts of personality, interpersonal relations between parents and children, basics of family psychology and the attachment theory.

* Shabas S.G. Tel.: +7-343-269-54-87; fax: +7-343-251-00-73
E-mail address: shabas@etel.ru

Download English Version:

<https://daneshyari.com/en/article/5126171>

Download Persian Version:

<https://daneshyari.com/article/5126171>

[Daneshyari.com](https://daneshyari.com)