

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

Mother's knowledge of child individuality as a parent-child relationship development factor

Svetlana Yu. Zhdanova, Elena L. Alikina, Svetlana V. Polyakova*

Perm State University, Bukireva st 15, Perm, 614099, Russia

Abstract

The paper reports on the results of the experimental investigation of mother's knowledge of her child individuality in relation to the characteristics of family environment. Our primary analysis uses direct associative experiment, drawing technique, Q-sorting, and the surveys to compare descriptions of children's personality, associations and drawings developed by three groups of mothers, and reveals that influence of family environment on knowledge of mother of the child individuality is uneven.

© 2016 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: mother's knowledge, child's individuality, general family environment, individual family environment.

1. Introduction

Experts in family issues have registered multiple transformations of family relations caused by social changes in Russia in the past two decades. Parents experience enormous difficulties in the process of raising a child and are increasingly turning to expert consultation. However, modern programs of correction of parent-child relationships are not always efficient for various reasons. A new approach to the problem is offered by the psychology of personality cognition from the perspective of a subject who cognizes it [1]. In the context of the

* Polyakova S.V.. Tel.: +7-342-239-61-55.

E-mail address: polsvetlana@yandex.ru

cognition of another, research into the specifics of a mother's cognition of her child's individuality is of special interest from a practical psychology viewpoint [1]. As an independent subject the mother [2] has the status of the Significant Other [3]. If practitioners have this special information about the mother's knowledge of the child's individuality that depends on the specifics of the family environment, they can use the opportunity to provide more targeted support in the counseling practice of family relationship harmonization [4].

The process of a mother's learning the child's identity takes place in a specific family environment. The influence of the family environment is heterogeneous: a number of factors that reflect direct interaction between mother and child (the number of children in the family, the child's ordinal position in the family) constitute the individual environment. The factors that equally influence the interaction between all family members (their educational level, the maternal age and the family composition) shape the general family environment [5].

The special features of a mother's cognition of her child's individuality (her status as the Significant Other, the influence of the family environment) manifest themselves in the specific understanding of her child's individual characteristics. This understanding develops through the inherent mechanisms of child cognition: identification, prototype, social comparison, reflection and anticipation, emotional display and transformation of a mental image [6]. Accordingly, the results of the mother's comprehension of her child's individuality will depend on the specific nature of the subject (the child) and the family background. Consequently, these will affect the interaction between mother and child.

The problematic area of the research covers the issues about how the mother learns about her child's individuality; what characteristics of the child's individuality are involved in the process of this learning; what factors are significant for the mother; to what extent this knowledge depends on such family environment factors as the number of children in the family, their ordinal position, educational level, her maternal age and the family composition. We assume that answers to these questions could help us to identify both general patterns in the Significant Other's cognition of the individuality, and some specific features in the maternal knowledge of her child's individuality depending on the types of family environment (either an individual family environment, or a general family environment).

2. Method

2.1. Participants

The study was conducted from 2008 to 2011 on the basis of a secondary school in the village of Ust-Kachka, the Perm Region. 132 participants were involved in the study. The participants were divided into groups based on the number of children in their family. Group 1 included women with one child (44), Group 2 included women with two children (48), and Group 3 was represented by women (40) with three or more children. The pattern was balanced for the children's gender and age composition.

The methods included (free description (M. Lalljee, R. Angelova, 1995), the method of direct associative experiment (Serkin, 2004), a drawing technique (Wenger, 2005), the method of Q-sorting (Stevenson, 1958), and surveys. The methods selected form a necessary frame for the study and represent different aspects of cognition of the subject: non-verbal form of cognition (a drawing technique), a non-reflexive verbal form of knowledge (a direct associative experiment), a reflexive verbal form of cognition (the method of free description by M. Lalljee and the standardized method of studying the characteristics of knowledge (the method of Q-sorting). The choice of methods allows us to comprehensively explore the features of mothers' cognition of their child's /children's individuality and explore the respondents' explicit and implicit knowledge about their children's individuality.

3. Materials

Download English Version:

<https://daneshyari.com/en/article/5126199>

Download Persian Version:

<https://daneshyari.com/article/5126199>

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