

Professional competency of the educator in questions of family education

At all historical stages of society development there were factors which influenced children's education such as: surroundings, hierarchy of social values, family, infant schools, schools, universities, children and youth organizations, arts and mass media. The family was, is and will be the best and the most important institution of child's education. Today it is emphasized in many scientific publications, textbooks, study aids that the family is the most important institution of personality's socialization. It is the family where a person receives the first experience of social interaction. Moreover, during certain time the family as a whole is the only place where a child receives such experience.

Among the objective factors of the family education one should place the following: genetic inheritance and state of health of the person; social and cultural belonging of the family, which has an influence upon his surroundings; biography; family traditions; professional and social status; national and ethnographic features etc.

In the system of family education we also mark out the group of subjective factors – psychological peculiarities, world view, value system, internal needs and interests of both parents and children; system of relations with the family and society; organized pedagogical educative influence of his father, mother, elder brothers and sisters, grandmother and grandfather upon the child.

In the course of history the attitude towards the child, towards the concepts of “childhood”, “family” was changing, the concept of “children's education in the family” itself, the definition of its specific features was obtaining a new meaning. First of all the aim of education, means and levels of its achievement; specific character of means, methods and orientations of the education were changing.

In the course of history and the process of development of the pedagogical science in whole itself and family pedagogics specifically, the concept of theory and practice of education was substantially changed. Family education together with phenomenon of education in whole fairly often was examined first of all from the position of social function, sometimes it was identified as socialization, what is wrongfully.

In our research we issue that the education of children in family is:

- The transfer of social experience and of world and national culture;
- The educative influence upon the child, the children;
- The organization of children's way of life and activity;
- The educative cooperation of parents and children;
- The arrangement of conditions for the development of child's personality.

Different approaches to the definition of the essence of children's education in the family emphasize the practical difficulty and manysidedness of this phenomenon.

In general the education of children in family is a certain educational act, the main integral parts of which are parents (adult members of the family), and children, the features of such pedagogical process as the education of children in the family and the conditions of its achievement (action, course) are mentioned above.

The structure of such pedagogical process develops through the unity of aim – matter – means of achievement of the results.

Based upon the abstract theorems and defining that the educational process is directly executed in the family, it is very important to define the theoretical basic concepts of family education.

In the concept of “education in the family”, as well as in the concept “education” as multiply-viewed (multiple-factor) process, the influence of the group of objective and subjective conditions is specific. Since the educational process is executed in the system of relations person – person, so the part of relations of relativity – this one who educates and that one who is educated – is of great importance.

Based upon the historical native and world practice, we can state that the main aim of education as general pedagogical category is the forming of comprehensively and harmonically developed personality, prepared for responsible life in modern society, able to share and increase the social values in future.

With the purpose of harmonic and comprehensive development of personality one must accomplish the mental, moral, labour, aesthetic, physical, legal, civil, economical, ecological and polycultural education. The national education in the family is chosen separately. As the result of action of all above mentioned directions there appear the qualitative personal new formations (life style, behaviour), that give a chance to the child to orient himself in modern life, culture, etc.

One of the tasks of our research is the historical analysis of the formation of such concept as means of educational influence upon the child in the family.

The general provision of pedagogics which states that one can choose different combinations of methods, ways and means for solving of educational problems doesn't provoke any objections. The position stating that this choice depends first of all upon the set up features (specificity) of aim and tasks of children's education in the family that in its turn will depend upon the structure of the family in specific historical conditions is also stable.

For theoretical basis of the definition of methods of children's education in the family we orient ourselves upon the positions of education (parents) in the choice of means of educational cooperation. Also we can define the certain scheme (raw) of cooperation (fairly widespread in 70-80-ies such as collaboration, co-authorship), which can define the means of influence upon the character of pupil's attitude towards himself, his family, his incorporation into the system of intercourse with family members (with adults, brothers and sisters), ways of adjustment of world outlook positions, change of value system and behavior.

The analysis of scientific literature shows that there are no simple definitions for methods of education in pedagogics. The same situation is within the family pedagogics, that's why our aim is to show in what way the genesis of concept methods, ways and means of education of children in the family is realized.

As the basis of our research we took such characteristic (or factor) as the revelation of their general orientation for the change of pupil's attitude towards social phenomena, society in whole or the attitude towards himself; the subject of the way of activity, towards the other member of the family or members of the family in whole. That's why we can say

that the method of education is one of the instruments of cooperation, and not merely of influence upon the children in the family.

Thus, we define the substantial side of methods of children's education in the family:

- The direct influence of elder members of the family (mother, father, grandfather, grandmother, brothers, sisters) upon the children (of the senior ones upon the junior ones) by means of persuasion, lesson, demand, punishment, encouragement, order, reward, personal example, authority, advice, request, etc;
- The provision of special conditions, situations, circumstances, which force the child in the family to change personal attitude, ground his position, fulfill the action or act, to show character, to prove his ability to solve this or that problem or accomplish the task;
- The general thought of the family members, of the family as for the personal attitude towards the child; the authority of parents, grandfather, grandmother, elder brothers and sisters;
- The teamwork of children and adult family members (intercourse, games, spare time etc.);
- The help in learning (at certain historical stages – home education, self-education (home library, the discussion of periodicals (history of their formation, radio, TV – the discussion of contents) and transfer of useful information, social experience within the family in the process of intercourse concerning the professional activity of parents, the discussion of socio-political problems;
- The immersion into the world of native folk traditions, folklore, reading of fiction.

The parents additionally gather and use the system of methods to achieve the set up aim and to solve specific tasks.

Based upon the fact that the aim of education in the family depends upon many factors, accordingly the methods of family education were influenced by the changes in the definition of the aim and tasks of education, they were the instrument of influence upon the personality of a child in the family, that's why during giving definition one must consider all qualitative characteristics and peculiarities of this or that child. The effectiveness of the children's education in the family depends upon many factors, forces and conditions, and also upon the consistency, consecution and logic of their usage. It is also very important to combine them and intercomplete the methods and means of education in the family.

It is necessary to mention that the classification of educational methods in family pedagogics is relative. After all the statement that the educative task can and must be successfully solved by means of usage of certain system of methods, ways and means does not raise doubts.

E.g.: the pedagogical exactingness of parents as the educative method. The fulfillment of this method allows (or is the manifestation of):

- To prove (justify, show, express) rules of conduct of a person in society (in family);
- Acts as the specific task (as specific activity);
- Has stimulant function as the order (about the beginning and end of certain type of activity, emphasizes the change of activity and beginning of a new one, about aid assignment to younger or elder by age, the end of activity);
- Helps the child to assimilate the content, the benefit and necessity of the activity, action, conduct etc.

This method could be developed in future, and in each case of usage the parents' help as a method of education would be filled with different pedagogic components. As the example let's take such concept as the form of giving of pedagogical demand (direct one – order, instruction with the raised voice, under certain instruction; indirect ones – advice, request, hint etc).

The habituation as the method of children's education stipulates the children's drills of getting used to organized actions and correct (intelligent behavior). Generally this method is the leading one for the formation and making of basics of morality and stable intelligent behavior.

As for this method we can say that it is the family where the child assimilates the basics of wheels of life through the adult family members' demonstration of the example or the process of correct fulfillment of actions. At first they simply copy the adults, then such systematic copying enables the systematic formation of skills and habits, which they had assimilated during the process of copying. It can be simple mechanical copying, but the usage of system of exercises is also possible. In future this method stimulates the assimilation of stable basics of person's behavior, it is effective enough while solving the problems concerning self-organization of children in the family, and the child isn't able to study, work, rest, go in for sports without it.

Therefore the leading methods of children's education in the family are: example, encouragement, punishment etc.

It is important to note that the essence of the example as the educational method consists in the fact that the elder family members are the example of behavior, activity, independence, style of life for the child. And children strive to look like their relatives. The child simply idealizes a father or a mother; it enables him to imagine himself through this ideal in future. Because of this ideal the child is able to overcome his own negative manifestations, unattractive strains. We must also emphasize that the child is influenced by both positive and negative examples.

Encouragement as the method of children's education in the families is directed to the emotional acknowledgement of the child's success, to his correct actions, his correct conducts and thrusts forward for the further active independent positive child's actions.

The palette of children's encouragement in the family is fairly wide: success recognition, approval, appreciation, reward, more important mission, countenance, manifestation of trust and fancy, concern and care; excuse for the offence is important too.

The reprimand, suspension from housework, heavy look of the parents, angeriness (complaint or inkling) can be treated as the ways of punishment.

The leading place in the hierarchy of the concepts of the educative system is occupied by methodical (pedagogical) technique. It is difficult to find specific separation

of the techniques of children's education in the family in the scientific literature, in works of scholars of pedagogics, in scientific works concerning the family pedagogics. In our opinion it is a fairly important component for the grounding of abstract theorems and revelation of the practice of children's education in the family.

Namely techniques enable the demonstration of features of children's education in the specific family, the definition of national features of family education. Indeed the theory of family pedagogics is the result of the research and implementation of both native and world experience in children's education in the family, and it is the technique which can show the features of national education considering the historical experience – the mentality of the nation is showed through the techniques.

The methodical technique is the specific manifestation (usage) of the specific educative method in practice. They define the features of usage of the specific group of methods and emphasize the individual style of children's education in the family. Moreover, such individual style will be characteristic for each family member (father, mother). It is clear that the connection of methods and techniques in the family could be different: they can replace each other, act in the certain unity.

At present there are different approaches to the definition of ways of family education as of the apparatus of material and spiritual culture, which is used for solving of educative problems. Proceeding from the general abstract theorems concerning implementation of the educative process in the family, we defined the following complex of the educative ways: characters, aids and appliances, means of communication, world of child's activity, family collective, equipment, cultural values (toys, books, artists' works), ethnopedagogical heritage (folklore).

Work forms also occupy the leading place in the system of family education. The forms of children's education in the family are the variants of organization of the specific educative action, which can be different in time and by condition. E.g.: conversation, joint labor activity etc.

Therefore, the scientific analysis of the literature, of the sources enables us to say that the tasks of children's education in the family are solved in different ways, and the effectiveness of such work depends on many factors and forces. In our opinion they can be generalized putting the following factors into the basis:

- The conditions of children's education in the family;
- The logics of complex usage of methods, techniques and ways;
- The individual and personal characteristics of children and parents.

We refer methods, techniques and ways of education, forms of educative work etc. to the general concepts, which enable to reveal theory and practice of children's education.

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