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FAMILY AND ITS INFLUENCE ON MORAL FORMING OF CHILD

***Annotation.** In the article the ways of decision of problem of the moral forming of child are analysed by co-operation of family and school. Pedagogical and psychological influence is described during an educator process. The analysis of experience of compatible educator work of teachers and parents is conducted, found out effective receptions and methods of education. Specified on importance of ability of teachers to use the experience in an educator process.*

***Key words:** moral, knowledge, conduct, value, education.*

Raising of problem is in a general view. The changes of tendencies in the system of education in Ukraine are caused by a dynamics and conformities to law of society instrumental in growth of requirements to the moral forming of rising generation.

Analysis of the last researches the decision of this problem is founded in which.

Scientific approaches in relation to the question of children became the article of research of many research workers of C. Goloda, C. Goncharenko, O. Dokukinoy, M. Zemskoy. B. Kovbasa, O. Kononko, T. Kravchenko, but other.

The purpose of the article is illumination and analysis of leading pedagogical ideas which make basis of moral education of children of school age. **The task** of this article is an increase of efficiency of process of moral education of children of school age with the help of the use of different active pedagogical approaches.

A selection of not decided is part of general issue, which the noted article is dedicated. In labors of the research workers indicated higher

the moral forming of children of school age did not find the proper concordance in the system of educator problems. The analysis of modern scientific literature witnessed that the problem of the moral forming of children had been examined not enough, that is why there is a necessity of the detailed study of this problem.

Exposition of basic material.

Education of children in our country is one of tasks of state importance. Children are educated in preschool establishments, schools, out-of-school organizations and establishments, but the first educators are parents. Ukrainian family is a primary collective of Ukrainian society, his cocks are closely constrained between itself by domestic copulas and general interests.

A father and mother educate children not only a word, by persuasion but also personal example, conduct. The especially strong educator operating of parents is on children in a period, when they only begin to co-operate with circumferential and cognize outward things.

Most modern parents, spare to education of children much time and attention. A necessary condition for education of children in family is harmony and good organization of domestic relations. If relations between parents the loves based on feeling and mutual honour, for children, feeling of comradely mutual help is produced and develops. They get used to combine the personal interests with interests of other family members, and afterwards with interests of society.

The high level of moral formed of parents will be instrumental in efficiency of education of children in family. If parents aim to educate moral qualities for children, and does not own such qualities, them educator work will not give the expected results. It is necessary to carry out permanent control of parents after the personal conduct, to take into account that an ordinary talk which they conduct in presence children influences on moral development of children.

Investigating a concept the seed M. Lukashevich is selected by three basic stages its historical development: “family is in pre-Christian society (from домінацією of парної family, late marriages, by plenty of be single people); family is in Christian society (with large influence of church on domestic life and marriage, by prohibition of marriages between related by blood, with the voluntarily entering into marriage, by practical impossibility of broad patterns, by prohibition of abortions and others like that); family is in industrial society (with beginning of industrial revolution in the end XVIII age there is the first revolution in domestic life: decline of entering age into marriage, increase of birth-rate, considerable distribution of womanish labour, permission of broad patterns after a court decision i but other)” [10, p. 197].

Productive is position C. Goncharenko, that a “seed is carried out by educator influence on a child from the first birthdays”. “Facilities of examination and feeding, general mode, form for a child the first habits which its subsequent conduct depends on. The task of parents consists in to development of thought and language of children, activity and self-control, independence in the different displays of vital functions, inoculating of skills of self-service and others like that. In school age, when basic maintenance of child's life is become by educational activity and formed character, it is important, that family supported close connection with school, encouraged children to feasible labour and participating in social work, trained them to the clear mode of day. Forming in youths of world view, character rice acquires in juvenile and youth age of near-term value. Task of parents - to help children to produce hard character, reasonably extending rights and independence, promoting their role in life domestic and school, in electing of future profession and others like that”. A researcher considers that “domestic education - one of forms of education of children, which combines the purposeful pedagogical actions of parents with everyday influence of domestic way of life. A main task of domestic education is preparation of children to life in existent social terms, acquisition by them

knowledges, abilities and skills, necessary for the normal forming of personality in the conditions of family” [4, p. 306].

Research is conducted by us testifies that it is necessary to select main factors which influence on the moral forming of child in family:

- composition of family (family pattern as to unity of functioning of its members);

- position of child in families - its roles in family, which can at an external germination (life is in family), to be different. Experience of the unique child in complete family differs from experience of child which is at the same time senior in relation to a brother and junior in relation to a sister;

- basic (real) educators, that those family members which produce most influence on it due to basic examination, and those, who is for a child most authority, on whom it in a most degree wants to be alike;

- style of education - can be examined as dominant style of basic educator (for example, mothers), auxiliary educators (father, grandmother, grand-dad, and others like that);

- actually personality, moral and creative potential of family. Here include all aggregate of positive qualities of grown man family members - moral, volitional, emotional, intellectual, cultural, cognitive and creative features [2; 3; 5; 12].

An important role in the process of the moral forming of child belongs to domestic education and style of his realization. In opinion B. Kovbasa domestic education is the purposeful inoculating to the children of scalene personality інтегративних qualities for the sake of preparation of them to life [7, p. 19], what “activates the process of capture publicly of necessary norms of conduct a child, renders considerable influence on its possibility to perceive elemental influences of environment, stimulates mastering of positive example” [11, c. 321], instrumental in forming of moral values, orientation, necessity, interests,

habits, conduct, qualities and capabilities of child, necessary for the gradual mastering by it models of conduct of the grown man [14, p. 14].

Speaking to research I. Sidanich, will pay attention on its argued that: “family exists in the system of historical, socio-economic, political, legal, moral, national, cultural mutual relations, is a specific communicative association and special vital world, has the universal description cultural definiteness. A seed опосередковує by influence of concrete соціуму, coming forward a main link which connects a man with society. Existing in society moral norms and standards, set the certain standards of pictures of culture of co-operating with соціумом through domestic education in the system of culture of interpersonality mutual relations” [13, з. 89].

To our opinion important is claim M. Zemskoy, that family as social microstructure creates the model of everyday life [6]. Continuing opinions M. Zemskoy, I. Sidanich considers that дослідниця “applies evolutionary dialectical going near family, based on the analysis of the main stages of development of personality and family. Convincing is an idea, that the features of functioning of family need to be examined depending on that, to what age-old category children belong what stage of education they are on (preschool, school, juvenile periods). Exactly position of parents in mutual relations with a child is determining for style of education, selection of educator facilities and receptions, efficiency of which depends on character of intercourse of children and parents, emotional co-operation them” [13, p. 35].

In same queue O. Kononko, marks that a structure and quantitative composition of family “is not determining parameters for normal social and emotional development of child. Family one child grows in which, incomplete and having many children families have the specific and features of influence on the least member of family. The leading factor of influence of family on a child is it high-quality descriptions are harmoniousness of mutual relations between

family members, positive psychological climate, priority spiritually moral values” [8, с. 138-141].

Near after essence there is conception to the descriptions of family resulted higher S. Goloda, what leans against humanism approach and marks a necessity individually personality constituent of domestic collective. A researcher considers family the aggregate of individuals, united even one of three types of relations: blood родичівства, generation and qualities [3].

In opinion S. Goloda one predominance of kinds of relations predetermines constructing of that or that as family on the certain stage of historical development:

- 1) patriarchal - traditional (кровно-родичівські relations);
- 2) child's central - modern.
- 3) matrimonial – after modern (quality, personality co-operation) [3, p. 5].

Analysis of labours A. Antonova and V. Medkova leadthroughs T. Kravchenko, witnesseth that family is the community of people, constrained by the bonds of подружності, - paternity based on загальносімейній activity - родичівства, which reproduces a population, provides heredity of domestic generations, and also carries out socialization of children and supports the vital functions of family members. At such approach of завважаються all stages of existence of family, and also it major functions in relation to forming and development of child, providing of its socialization. Relation of “подружність - paternity - родичівство”, offered by these researchers, foresees certain education, constancy of which is predefined by the noted descriptions, internal domestic copulas. In the hierarchy of functions of family and after the “integral index of domestic way of life”, in their opinion, a leading place occupies дітонародження (“a requirement is in children”), that is complemented by education of children [9].

In the researches O. Smirnova and M. Bikova, mark the leading role of family in moral education of child, marking that growing personality acquires

the first knowledges about outward things are elementary moral rules of conduct in society, norms of social relations. Due to parents a child acquires ability to be oriented in society, masters skills of socializing with the people of different age-old categories and social stratum. Doslidnitsi consider domestic education base, that is instrumental in attaching of growing up personality to the active social relationships with circumferential [14, c. 13].

Accordingly O. Bilyuk marks importance of domestic, domestic education and asserts that the “national system of education is based on principles of domestic education, folk pedagogics, scientific pedagogical thought, that absorbed for itself acquisition of national educator wisdom. It engulfs ideological riches of people, him morally aesthetically beautiful values, transformed in facilities of folk pedagogics, ethnology, principles, forms and methods of organization of educator influence on young people, and also permanent and systematic educator activity of family, state and public educational-educator establishments, cells” [1, p. 68].

Conclusions and prospects of subsequent consideration.

Consequently, moral education not only separate measures after lessons and educational process but also active voice must be instrumental in this seed. In fact close connection of school and family helps moral development of students, stimulates them to activity, and also supports in them motivation to the independent capture by moral knowledges and skills.

The prospects of subsequent researches in this direction are related to the deep analysis of methods and forms of moral education and ground of results of researches.

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