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Foreign Studies
Чуждестранни изследвания

A STUDY OF PARENTS' READINESS TO RAISE CHILDREN WITH INTELLECTUAL DISABILITIES

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Abstract. The readiness of parents to raise children with intellectual disabilities is a set of emotional-motivational, cognitive and activity components, the formation of which ensures an adequate attitude of family members to the child and the choice of optimal methods of its upbringing. The article highlights the results of a study of parents' readiness for family upbringing of children with intellectual disabilities, the research methodology is described, and a detailed analysis of the results is presented. According to the results of the experiment, it was found that a significant part of parents raising child with intellectual disabilities accept the child and its disorders at the psychological level, but they are emotionally depressed that their child has developmental disabilities. The vast majority of parents are not sufficiently aware of the psychological and pedagogical characteristics of their children, the age dynamics of their development. This negatively affects the choice of tactics and methods of education, knowledge about possible problems in learning and further adult life.

Keywords: parents' readiness for upbringing; family education; family; children with intellectual disabilities; child's personality

Introduction

The family is the most significant social institution that affects the development of the individual. It is the natural environment of primary socialization of the child, the source of its material and emotional support, the means of preserving and transmitting cultural values from generation to generation. The family forms the life and moral values of the child, the attitude towards themselves and others, and lays the prerequisites for adult life. Family education is particularly important for the formation of the personality of children with intellectual disabilities, because in this case parents have additional responsibility associated with the correction of their child's development.

In foreign and domestic special pedagogy, various aspects of the problem of family education of children with developmental disabilities are studied. In particu-

lar, it takes into account the clinical and psychological characteristics of children with ID – Boyce G. C. (1991), Davis K., Gavidia-Payne S. (2009), Kyslychenko V., Konopliasta S. (2016), Pshychek M. (2006), Shulzhenko D., Andrieieva N. (2011); the study of emotional states of parents, socio-psychological characteristics of families raising children with developmental disabilities – Andreyko B. (2016), Blasher J. (1984), Dovling M., Dolan L. (2001), Seligman M., Darling R. (1989), Wilker L. (1981); psychological and pedagogical support of families raising children with psychophysical disorders – Eidemiller E. (2010), Kyslychenko V., Konopliasta S. (2016), Shevtsov A., Romanenko O., Khanzeruk L., Chebotarova O. (2013), Seligman M., Darling R. (1989). However, in Ukrainian science, there have not yet been separate studies of parents' readiness to raise children with ID. However, it is the readiness of parents that is a key condition for the quality family education. The lack of Special Research on this problem and its clear relevance led to the choice of the topic of our scientific search. *The purpose of the article* is to highlight the results of a study of the levels of parents' readiness to raise children with intellectual disabilities.

Methods and procedure of the research

We consider the readiness of parents to raise children with ID as a set of emotional-motivational, cognitive, and activity components that ensure an adequate attitude of parents to a child with ID and its development. The following methods were used to study all the components:

- Questionnaire 1 “Parent Readiness” to study general information about the family and determine the competence of parents in the family education of children with ID.

- Questionnaire 2 “Parents and Children” to determine the nature of relationships in the family (presented in the article Questionnaire 1 “Parents' readiness” and questionnaire 2 “Parents and children” are author's works).

- Questionnaire “Analysis of Family Relationships” (AFR) by E. Eidemiller (E. Eidemiller (2010) to study the participation of parents in the upbringing of a child and mistakes in parental education.

- Observation, conversation with parents and children to clarify certain information.

Questionnaire 1

Questionnaire 1 contained 25 questions, 7 on the study of general information about the family, 18 on determining the competence of parents in the family upbringing of children with ID, in particular:

- the nature of relationships between family members, their impact on the child's well-being, behavior, and academic success;

- attitude of parents and other family members to developmental disorders of the child;