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*Research Insights
Изследователски проникновения*

INFLUENCE OF FAMILY EDUCATION ON THE PSYCHOPHYSICAL DEVELOPMENT AND SOCIALIZATION OF A CHILD WITH INTELLECTUAL DISABILITIES

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Abstract. Family is the primary institution of socialization of the child, and family education is the leading factor in successful social adaptation. The aim of the study was to determine the impact of family education on the development and socialization of children with intellectual disabilities from preschool to adolescence. The article describes the methods of experimental research (observation, analysis of documents, surveys, conversations) and its results. We found out that families have a mostly positive atmosphere. However, in families raising children with intellectual disabilities, overprotection prevails, which leads to infantilism of children and lack of independence even in adolescence. Parents of schoolchildren rarely communicate with them on topics related to professions, possible employment; they do not discuss issues of married life, avoid problems of sexual and role relations. It is established that most families do not take the initiative in cooperation with specialists and only formally follow the recommendations for raising a child. We have identified factors of family upbringing that not only negatively affect the development of the child, but also complicate its socialization.

Keywords: children with intellectual disabilities; family education; psychophysical development; socialization

Introduction

An urgent problem of modern education is psychological and pedagogical support of children with special psychophysical development. Education of such children, provision of correctional services to them, and integration into the social environment should take into account the impact of both objective biological and social factors on their development. One of these factors is family education. Analysis of literary sources and educational practices shows that the most pronounced problems of family education relate to children with

intellectual disabilities. Scientists (Blacher, Neece, Paczkowski 2005; Glidden & Schoolcraft 2007; Kilic, Gencdogan, Bag, Arıcan 2013; Zakriepina 2009; Isaiev 2012; Shypitsyna 2005; Shulzhenko 2009) found that parents quite often do not take into account the difficulties of the child, his underdevelopment; they consider the child's lag from the age norm to be a temporary phenomenon and turn to specialists when the child turns 2-3 years old. Analysis of the state of educational practice in Ukraine shows that in many families a child with intellectual disabilities does not receive the help of special teachers not only at an early age, but also at preschool age. This means that the child's psychophysical development depends entirely on the conditions of family upbringing. The influence of the family remains significant even during the school education of a child with intellectual disabilities, his socialization, professional and life self-realization depends on it. Given the clear relevance, *the aim* of our study is to determine the impact of family education on the development and socialization of children with intellectual disabilities from preschool to adolescence.

Research methods

In our study, we used the following methods: theoretical analysis of the problem of family influence on the development of children with normotypic and impaired intelligence; study of individual development cards of children in educational institutions; observation of interaction between parents and children, children's activities; survey of parents; conversations with children; conversation with teachers.

The theoretical analysis of the research problem provided for a thorough study of literature sources on the influence of the family on the psychophysical development of a child with normotypic and impaired intelligence, the social situation of his development.

The study of individual development cards of children with intellectual disabilities in educational institutions allowed us to study the anamnesis of children; to establish the causes of deviations in their development, the degree of their intellectual and psychophysical development; to draw a conclusion about the composition of families and their social status, living conditions of families.

The observation was aimed at studying the interaction of family members, relationships between parents and children, parenting styles, and methods of parents' influence on the child.

The purpose of *the survey of parents* was to establish their competence regarding the psychological characteristics of children with intellectual disabilities, prospects for their development and the specifics of family education; to determine the understanding of their role in the development of children; to identify the readiness of family members to cooperate with specialists. During the survey, we found out the following aspects: