

The Influence Of Family Types On The Intellectual And Personal Development Of A Child

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Abstract: The article analyzes such issues as types of families, in particular single-parent and large families, features of the family environment, the influence of the socio-psychological characteristics of the family on the processes of children's perception of interpersonal relationships. In addition, the article uses methods of interviews, observation, scientific knowledge experiments, the self-assessment method (Sosnovsky modification), and methods of mathematical statistics.

Scientific conclusions and recommendations obtained as a result of the study can be used as additional material in the publication of monographs, programs, teaching aids, as well as in the compilation of educational and methodological complexes in the disciplines of psychodiagnostics, family psychology and social psychology.

Key words: family, family types, single and large families, family environment, cognitive characteristics, parents, children, attention, affection, socialization.

Introduction

Children of large families and families with one child, the order of birth differ from each other in their personal characteristics. According to many researchers, the number of family members or the size of the family, the order of birth of children are an important factor determining their personality. In particular, A. Adler himself emphasized that the order of birth of children in a family determines their psychological characteristics. "In his opinion, the order of birth is the main determinant of personality traits that affect a child throughout his life" [1; 148]. According to Adler, with the birth of a new child, the system of relationships, the moral and psychological environment in the family changes. However, the order of birth of a child is not absolute, it is important in its development. In this case, the child's subjective attitude is necessary: how he perceives his place in the family, what actions he takes to accept or reject it, to change it. Only with this approach, the peculiarities of the child's personality are more fully revealed.

Research Methodology

The methodological basis of the article is the principle of historicity, scientific character, unity of mind and activity, methods of objectivity. Children from large families do not suffer from autism, neuroses, fears, unhealthy egocentrism, excessive attention to their own personality. But at the same time, it is possible that a large number of children is a factor affecting the mental health of the children of the family. Competition and negative interpersonal relationships can develop between children, which negatively affects the development of children as individuals.

Only children are the center of attention in the family, more time and material resources are spent on them, as a result, they have a higher rate of development as individuals and abilities.

According to research, the successful development or failure of the cognitive sphere is determined by a number of factors. The most negative impact is observed with the size of the family, the birth of children in the last place, a small birth interval between children, a lower socio-economic status of the family, a low level of intelligence and education, as well as rejection of the child. authoritarianism towards a child. In the field of speech intelligence, there are obvious intellectual differences between children with many children and children with one child, as well as similarities between children of the same family.

Literature review

The cognitive characteristics of children were determined by the following researchers: A. Anastasia, T.N. Andreeva, L.L. Balandina, Ya.S. Dzhandosova, T.A. Dumitrashku [2], A. Adler, S. Jiao, R. Narchal [3], L. Belmont, F. Marola, R. Stofer, T. N. Trefilova, E. A. Silina, M. Wagnerl and others. The studies of these scientists show the influence of the type and structure of the family on the personality and behavioral characteristics of children, the structure (type) of the family and the order of birth of children, directing all the attention and love of the family to one child, spending a lot of time and material resources on them, such issues as maturity are highlighted [4].

Such scientists as G. Shumarov, E. Goziev, V. Karimova, G. Yadgarova, A. Kadirova, G. Kurbanova, M. Umarova pay attention to such issues as the socio-psychological characteristics of children from large and single families, family environment, and the peculiarities of children's perception in interpersonal relationships.

Analysis and results

В целом дети, у которых есть братья и сестры, более старательны, менее эгоцентричны, более вдумчивы, более ответственные, более отзывчивы, менее уверены в себе, имеют более низкую самооценку, более склонны к сотрудничеству с другими детьми и больше уважают своих родителей.

Только дети более активны, беззаботны, уверены в себе, независимы, свободны, эгоистичны, имеют более высокую самооценку.

По мнению исследователей, «дети из многодетных семей менее гибки, с трудом ставят цели в неопределенных условиях, проявляют скорее конформизм, чем самостоятельность» [5; 1243]. Им свойственна неугомонность и обидчивость, они испытывают большую потребность в их поддержке и одобрении, а также у них более высокий уровень организаторских и лидерских качеств.

У детей из многодетных семей наблюдается:

1. Collective consciousness,
2. Uncertainty
3. Conformity, following someone else's opinion.
4. Without noticing or appreciating them, they complain.
5. An overwhelming need for approval.
6. Inability to aim in uncertain conditions.
7. Suspicion.
8. The tendency to delinquency.

Russian psychologist-scientist L.L. Balandina in her research managed to identify the following cognitive features of children from large families. "A reduced

level of intelligence is mainly determined in children from large families. But this pattern is typical only for primary school age – second graders from large families have lower scores in both verbal and non-verbal intelligence than single children. Verbal intelligence superiority tends to be higher in single children by the end of school. And non-verbal intelligence increases in children from large families of the upper class" [6;97].

Differences in the development of school subjects are observed only in primary school age. Single children in the second grade have a higher level of mastery of basic subjects (mother tongue, mathematics, reading) than children from older families. There are no significant differences in the education of students in adolescence and adolescence. Although the academic performance of older teenagers with many children is higher than the average academic performance of the class, the academic performance of single children is lower than the average academic performance of the class.

In single-child families, children become individualized and attached to their parents. According to psychologists and sociologists, only children are characterized by irresponsibility, laziness, waywardness, inability to maintain interpersonal relationships with people. Describing the peculiarities of the development of a single child, G.T. Khomentauskas emphasizes the unique features of only children. "For a long time, a lonely child communicates only with adults, which creates a feeling of weakness and inadequacy in him, serves to create egocentrism – the child abuses the attention of others, tries to control them with various manipulative methods. Lack of experience working with children limits the personal experience of an individual child. Unable to compare themselves with other children, single children begin to consider themselves unique and valuable, which leads to inadequate self-esteem. The lack of interaction with peers causes active relationships with other children" [7; 154].

According to researcher A. Adler, "the position of an only child is unique, he has no competing brothers or sisters. This situation and sensitivity to maternal love cause strong competition with the father. Since the only child has been under the control of his mother for so long, he wants the same love and protection from other people. The main characteristic of such children is dependence and egocentrism" [1; 149].

Later, however, only the children feel rested and feel that they are not the center of attention. Only children have never shared the spotlight with anyone, never fought with brothers and sisters for this position. As a result, they often have difficulty interacting with their peers. He often shows extreme infantilism, as his parents perceive their only child as a child. At the same time, they show signs of early maturity (because they spend a lot of time with older people, watching their conversations and opinions).

Parents who pay too much attention to single children can stop their mental development. Due to the excessive compliance (kindness) of parents towards their only child, he faces many disappointments and problems in the external environment of the family, as he expects attention and love from other people, such as his parents. For the same reason, an only child begins to take himself very seriously. "Because of the narrow worldview of an only child, some minor things seem big and important to him. As a result, interpersonal relationships create difficulties for him compared to other children. Only children have never shared parental love with a brother or sister, let alone toys, a room, clothes and other things. Therefore, it is difficult for them to find a common language with children, to find their place in children's society" [8;62].

Only children have a high level of anxiety. They are self-centered and submissive. In single-child families, children are individualized, but retain a strong attachment to their parents. According to psychologists and sociologists, such characteristics as laziness, irresponsibility, lack of will, inability to establish and maintain interpersonal relationships are observed only in children. An only child receives all the attention and love of the family, spends a lot of time and material resources on it, so only children have higher opportunities to develop their abilities.

According to T.N. Andreeva's research, "the personal strength (ego) of single children is lower. This reality can be explained by the fact that they do not participate in the struggle for their position in the family. Hypochondriac reactions and tantrums are observed in single children of adult and adolescent age" [9;144].

Such people have a high dominance in interpersonal relationships. For single children, whether adults or teenagers, the leading thing is to put their own personality first and betray themselves. At the same time, they are careless, carefree, they care little about interpersonal relationships. Their emotional world is more natural and open. The moral standards of single children are lower than those of large families. They are based mainly on empathic relationships rather than moral standards. The same tendency is characteristic of their parents, the reason why the selfishness of only children should be associated not only with the absence of brothers and sisters, but also with the general atmosphere in the family.

Conclusion /Recommendations

In short, from the above-mentioned main psychological features, one should highlight a lower moral normativity, a tendency to an individual style of activity, naturalness, openness, etc., as well as self-control of one's emotional reactions during adulthood.

As a result:

- In large families, its members treat each other extremely harmoniously, which can be disguised by sacrificing and limiting the rights and interests of brothers and sisters in order to achieve their own interests.

– Only children have been learning this skill for many years, so their selfishness is relatively more open. Their hearts are more tender, softer, more empathetic, and they quickly trust business and interpersonal relationships. Due to their impartiality and emotionality, they are always required to control their emotions and emotional reactions in society.

- Only children are less conservative and more radical in making decisions. Changes in them can be dynamic. The above characteristics are likely to be present in them for the rest of their lives. This should be explained by emotional closeness in childhood and adolescence.

- Single children are independent, not tied to traditions and customs, not subject to group opinion, nonconformists, have an individual style in interpersonal relationships, perceive the environment and the situation from an individual angle. Single children have no need to adapt to others (educational activities are more individual than collective).

- Children from large families with brothers and sisters are diligent, not too self-centered, ready to cooperate with other children, respect their parents. Their intellectual traits prevail over their characterological ones. The need to establish sensitive, friendly and close interpersonal relationships is becoming more active. Naturalness is observed in the formation of one's emotional world.

Thus, the type of family: single-parent and large families determine the peculiarities of upbringing, family environment, affect the intellectual and personal development of children. Both types of families have different effects (positive and negative) on the child's development.

Taking into account and applying the information provided can be used in the prevention of deviations in family education. So, the intra-family relations of large families and families with one child are the main factor determining the psychological characteristics of children.

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