

UDC 37.018.1: 173: 165.742.
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LEVELS OF HUMANITY IN RELATIONS WITH PARENTS BASED ON THE RESULTS OF DIAGNOSTICS OF JUNIOR STUDENTS

Abstract. *The article is devoted to clarifying the levels of manifestation of humanity in relations with parents on the part of junior students according to the criterion "manifestation of humane relationships in real life". The concept of "humane parent-child relationships" is defined as such two-way dynamic subject-subject interpersonal relationships, the basis of which is the synthesis of moral knowledge, motives, feelings, which determines the conscious mutual emotional and value attitude of parents and children, which is steadily manifested in real behavior. Based on this, the author defines a three-component structure of humane relationships between parents and children of primary school age. It contains cognitive, emotional-value, and behavioral-activity components. Indicators of the behavioral and activity component were determined: the ability to show a sense of cordiality, responsiveness, care, mercy, compassion, empathy for parents; the ability to consciously analyze their decisions, actions and be responsible for their consequences; providing selfless help, showing cordiality and tact in communication.*

With the help of indicators of the activity criterion and a complex of interrelated and complementary diagnostic methods and techniques (the author's method of solving problem situations, the method of "losing lottery" by M.-T. Burke-Beltran, pedagogical observation, etc.), junior students who participated in the contact stage of the experiment were conditionally divided into 3 types according to the manifestation of humane interaction of children with family members. The selfish type is distinguished by the child's indifferent attitude to parents and other relatives, the child's whims, and refusal to perform household duties. The competitive type indicates a fully conscious understanding of the child that for a positive perception of it by other family members, it is necessary to be friendly, polite, and friendly with everyone. On the one hand, such a child acts on the basis of moral and ethical norms, but on the other hand, they do not show initiative, activity, and tries to adapt to others.

The humane type is characterized by the following behavioral manifestations: the child willingly enters into interpersonal contacts, treats parents and others in and out of the family with attention and respect, helps them, knows how to empathize, and tries to show humane qualities.

The practical significance of the article lies in the fact that its materials can be used in the organization of educational work of general education institutions, training of teachers and pedagogical practice of students.

Keywords: *primary school students, parents, humane relationships, behavioral and activity criteria.*

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РІВНІ ПРОЯВУ ГУМАННОСТІ У ВЗАЄМИНАХ З БАТЬКАМИ ЗА РЕЗУЛЬТАТАМИ ДІАГНОСТУВАННЯ МОЛОДШИХ ШКОЛЯРІВ

***Анотація.** Статтю присвячено з'ясуванню рівнів прояву гуманності у взаєминах з батьками з боку молодших школярів за критерієм "прояв гуманних взаємин у реальному житті". Поняття «гуманні батьківсько-дитячі взаємини» визначаємо як такі двосторонні динамічні суб'єкт-суб'єктні міжособисті зв'язки, основою яких є синтез моральних знань, мотивів, почуттів, що зумовлює усвідомлене обопільне емоційно-ціннісне ставлення батьків і дітей, яке стійко виявляється в реальній поведінці. На основі цього автором визначено трьохкомпонентну структуру гуманних взаємин між батьками і дітьми молодшого шкільного віку. Вона містить когнітивний, емоційно-ціннісний та поведінково-діяльнісний компоненти. Показниками поведінково-діялісного компонента було визначено: здатність проявляти почуття сердечності, чуйності, турботливості, милосердя, співчуття, співпереживання до батьків; уміння свідомо аналізувати свої рішення, дії та відповідати за їхні наслідки; надання безкорисливої допомоги, прояв привітності й тактовності у спілкуванні.*

За допомогою показників діялісного критерію та комплексу взаємопов'язаних і взаємодоповнюючих діагностичних методів та методик (авторську методичку розв'язання проблемних ситуацій, методичку «Програшна лотерея» М.-Т. Бурке-Бельтран, педагогічне спостереження та ін.) молодших школярів, які брали участь у контактному етапі експерименту, було умовно розподілено на 3 типи відповідно до прояву гуманної взаємодії дітей до членів сім'ї. Егоїстичний тип різниться байдужим ставленням дитини до батьків, інших рідних, капризуванням дитини, відмовою виконувати домашні обов'язки. Конкурентний тип засвідчує цілком усвідомлене розуміння дитиною того, що для позитивного сприйняття її іншими членами родини необхідно з усіма бути доброзичливою, ввічливою, привітною. З одного боку, така дитина діє на засадах морально-етичних норм, але з іншого – не виявляє ініціативи, активності, намагається підлаштуватися під оточуючих.

Гуманний тип характеризують такі поведінкові прояви: дитина охоче вступає у міжособистісні контакти, з увагою і повагою ставиться до батьків, інших у сім'ї та поза нею, допомагає їм, уміє співпереживати, намагається проявляти гуманні якості.

Практичне значення статті полягає у тому, що її матеріали можуть використовуватися в організації виховної роботи закладів загальної освіти, підготовки педагогів і педагогічної практики студентів.

***Ключові слова:** молодші школярі, батьки, гуманні взаємини, поведінково-діялісний критерій.*

Introduction. The modern Ukrainian family is in a state of crisis, which is characterized by increased psychological stress, an increase in the number of stressful situations, the rejection of generally accepted values and the emergence of new, sometimes unfounded and unstable ones. This negatively affects the

functioning of the family institution, the maintenance of intra-family resilience. Today, such a phenomenon as social deprivation is spreading – the restriction of the conditions, material and spiritual resources of the family necessary for its survival and adequate entry into the culture of society. On the one hand, parents, not having sufficient knowledge about the specifics of proper upbringing of children, age and individual characteristics of the child, carry out the process of family education blindly, intuitively, separately and chaotically. On the other hand, they are not always ready to independently resolve the contradiction between transitional values and the laws of a particular historical situation, and therefore they are not able to protect their children from the aggressive attack of information and the assimilation of false ideals.

All this activates the need to strengthen family ties, in particular, to increase the requirements for the formation of interpersonal relationships between children and parents based on humanistic moral values.

Goals and objectives. The purpose of the article is to highlight the results of pedagogical diagnostics of the behavioral and activity sphere of primary school children in interpersonal interaction with their parents.

The result of pedagogical diagnostics of junior students was to determine: the ability to show a sense of cordiality, sensitivity, care, mercy, compassion, empathy for parents; the ability to consciously analyze their decisions, actions and be responsible for their consequences; providing selfless help, showing cordiality and tact in communication; conditional groups of junior students by the levels of formation of humane relationships with parents by the behavioral and activity component.

Research methods.

In order to obtain reliable data on identifying the features of the behavioral and activity sphere of junior students in interpersonal interaction "children-parents", we used a complex of interrelated and complementary diagnostic methods and techniques, in particular: the author's method of solving problem situations [2, p. 305], The method of "losing lottery" M.-T. Burke-Beltran [1, p.

267], statistical methods of information processing.

The ascertaining stage of experimental work covered 535 junior students from general education institutions in Kyiv city, Kyiv, Ternopil, Mykolaiv, Zhytomyr and Cherkasy regions.

Research results.

In order to identify the level of formation of humane relationships to parents on the part of primary school children according to the criterion "ability to identify humane relationships in real life", the author's method of solving problem situations was used. At first, junior students were introduced to several problem situations, which were selected according to the age of children [2, p.147-148]. After that, the teacher used questions to lead the children first to discuss these situations, and then to provide the children with their own correct solutions to these situations.

Diagnostic results (table.1) showed that not all students have the rules of humane interpersonal interaction (the ability to show feelings of cordiality, responsiveness, care, mercy, compassion and empathy), often prefer not so much the manifestation of their own activity, but, for the most part, appeal to the judgments of authoritative adults.

Table 1

Distribution of junior students responses by problem solving, %

Levels	Grades				
	1 grade	2 grade	3 grade	4 grade	Total
Correct, independent solution of problem situations (high level)	8.0	8.3	9.4	9.6	8.8
In general, the correct solution of problem situations with the help of an adult (intermediate level)	51.3	52.8	54.4	56.5	53.7
Incorrect resolution of problem situations (low level)	40.7	38.9	36.2	33.9	37.5

In order to find out the ability of junior students to comply with the rules of

interpersonal interaction as an indicator of the activity component, the "losing lottery" method was used (M.-T. Burke-Beltran) [1, p. 267].

Junior students were invited to play the game "losing lottery". At first, children were shown a winning ticket and informed that the student who pulled it out would receive an interesting prize (in fact, this ticket was not put in the box). Children had to take turns pulling out tickets without showing them to anyone, but only tell them if the ticket was winning (see for yourself and put it back in the box).

Compliance with the rules of interpersonal interaction as an indicator of humane behavior was evaluated in accordance with the actions of junior students in this situation. Observational data showed that almost immediately 15.7% of 1st grade students, 16.3% of 2nd grade students, 15.4% of 3rd grade students, and 15.0% of 4th grade students gave a deliberately negative answer (correct). After some reflection and hesitation, 48.7% of first-graders, 52.5% of junior 2nd grade students, 50.4% of 3rd grade students and 48.3% of 4th grade students made the right choice. Other junior students said that they pulled out the winning ticket and should receive a prize. Although it should be recognized that about half of them did so after some hesitation.

These data showed the instability of behavioral responses in a fairly noticeable percentage of junior students, as well as the fact that many junior students' knowledge of humane relationships is not consistent with real behavior. At the same time, there was a tendency to increase the number of such junior students from the 1st to the 4th grade, which was considered as a disadvantage that makes it difficult for these students to form humane relationships with their parents.

To find out the levels of humanity in relationships with others, and, above all, with parents, the ability of children to enter into interpersonal interaction is important. To clarify this skill, we took into account the achievements of scientists I. Trukhin and O. Shpak [4], who propose to distinguish such types of manifestation of interpersonal relationships as: selfish, competitive, humane. Identification of the types of interpersonal interaction inherent in junior students was carried out with the help of purposeful pedagogical observations, which were carried out both at school

during educational hours, natural interpersonal communication of children during recess, in an extended day group – with the participation of classroom teachers, and in the family – with the participation of parents. It was found that in its pure form, each type is quite rare. However, in interpersonal relationships, it is possible to record the manifestation of each of them to one degree or another. We modified the characteristics of these behaviors in accordance with the manifestation of humane interaction of children with family members.

1. The Selfish type (32.4 %) is distinguished by the child's indifferent attitude to parents and other relatives. The child is often capricious, throws tantrums when they do not buy the desired toy. Refuses to perform household duties. Such children are not very liked by their brother/sister in the family (peers in the class team) and they are often left alone. It is clear that in this case, the formation of humane relationships has a low level, which generally complicates the process of their formation.

2. The competitive type (51.6 %) indicates a fully conscious understanding of the child that for a positive perception of him by others, including parents, other family members, it is necessary to be friendly, polite, and friendly with everyone. A child who adheres to this type of relationship sees in a sister/brother/peer first of all a competitor who needs to be bypassed, because the victories of others cause him envy, resentment, and frustration that he is not the first. On the one hand, such a child acts on the basis of moral and ethical norms, but on the other hand, they do not show initiative, activity, and tries to adapt to others. It was believed that children of this type demonstrate an average level of formation of humane relationships to their parents.

3. The humane type (10.1%) is characterized by the following behavioral manifestations: the child willingly enters into interpersonal contacts, treats parents and others in the family and outside it with attention and respect, helps them, knows how to empathize, tries to show humane qualities. This type was considered the most favorable for the manifestation of humanity in relationships, that is, it was considered as evidence of a high level of formation of humane relationships to

parents on the part of a primary school student.

The results show that the majority of junior students belong to the competitive type. The same type of interaction most often has situational manifestations. It turned out that the humane type of interaction both on the scale "manifests itself constantly" and on the scale "manifests itself situationally" is inherent in a significantly smaller number of junior students.

So, it can be stated that in general, children of primary school age are characterized by a lack of formation of the behavioral and activity sphere in the interpersonal interaction "children-parents".

Discussion. The introduction of martial law on the territory of Ukraine and the full-scale war started by the aggressor country, of course, affected all aspects of life of Ukrainians. New axiological priorities of our time form a new mentality in a significant part of Ukrainian society, primarily among the younger generation. Life makes significant adjustments to the relationship between generations of "parents and children" that has developed over the past decades.

Armed conflicts and natural disasters not only lead to social deprivation and impoverishment, but also cause significant psychological suffering among people affected by such disasters. Post-traumatic stress disorder (PTSD) and depression are the most common post-war mental disorders in both adults and children, occurring in about a third of people who have experienced psychotraumatic experiences of War [10]. For children in particular, the adverse factors of military trauma affect not only their mental state, but also negatively affect family and peer relationships, as well as school performance and overall life satisfaction. That is why, in the event of emergencies, the protection and improvement of the mental health and psychosocial well-being of the affected population, especially children, become one of the priorities of all educational, cultural and educational institutions in Ukraine. Prioritizing these tasks requires coordinated action by all governmental and non-governmental humanitarian organizations. This thesis is consistent with the concept of "new Ukrainian School" (2017), which, in particular, focuses on a new content of Education based on partnerships between students, teachers and

parents, understanding the family as a subject of self-development and self-regulation, a system that has its own structural, functional and genetic connections [3].

Given the above, today there is a need to train teachers of general secondary education institutions to support the psychosocial well-being of students, their families affected by the war in Ukraine, in order to provide psychosocial support to students and parents. In particular, researchers of the problems of family education of children L. Gonchar, L. Kanishevskaya R. Malynoshevskiy, V. Shakhrai [1;5;6;7] believe that by adjusting the ways of communicating with students and their parents, including planned psychosocial forms and methods in the learning/upbringing process, teachers thereby create a safe and supportive environment in which students can express their emotions and experiences. It is worth noting that it is not permissible to engage in therapy at the same time, since this requires special skills. The psychosocial well-being of teachers is also important for student support.

So, modern research is needed that would solve the important problem of forming humane interpersonal relationships between family members, in particular, between parents and children, taking into account the trends caused by military realities.

Conclusions.

The article considers certain positions of pedagogical diagnostics of primary school children on the problem of forming humane interpersonal relationships in the family according to the criterion "manifestation of humane relationships in real life".

The reliability of the research methods used is confirmed by the results of experimental activities, comparison of the research results with other samples, which made it possible to identify the main problems, trends and ways to solve them.

According to the results of our research, it was found out that the most numerous group of children of primary school age, which is characterized by a competitive type

of family interaction, which corresponds to the average level of formation of humane parent-child relationships according to the indicators of the behavioral criterion. It shows a fully conscious understanding of the child that for a positive perception of it by other family members, it is necessary to be friendly, polite, and friendly with everyone. On the one hand, such a child acts on the basis of moral and ethical norms, but on the other hand, they do not show initiative, activity, and tries to adapt to others.

The number of junior students who demonstrated incomplete knowledge, inability to formulate their own assessment of the situation, and complete lack of understanding of their responsibilities in the family turned out to be quite significant. It was established that the reason for this is the presence of a number of shortcomings in the family education of children of the studied category, namely: hyper - or hypo care over children, inability to resolve conflict situations, lack of a reasonable combination of love and demanding of the child, low level of parental competence, insufficient educational and pedagogical potential, authoritarian communication style, inability to intelligently organize the life of the family, etc.

The practical significance of the article lies in the fact that its materials can be used in the organization of educational work of general educational institutions, in the process of teaching practice of students.

The conducted research does not exhaust all aspects of the problem under study. Further study requires study of the problem of interpersonal relationships between parents and children in the interaction of family and school; formation of humane relationships in different types of families.

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Стаття надійшла до редакції

Стаття прийнята до публікації

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Рівні прояву гуманності у взаєминах з батьками за результатами діагностування молодших школярів

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