

всего лишь недавнее изобретение, образование, которому нет и двух веков, малый холмик в поле нашего знания, и что он исчезнет, как только оно примет новую форму» [1, с. 36].

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## **ВЛИЯНИЕ СЕМЬИ НА ПРОЦЕССЫ ДЕТСКОЙ ЛИЧНОСТИ И ПОЗНАНИЯ**

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### **Аннотация**

На сегодняшний день влияние семейных процессов на детские способности (особенно личностные и познавательные) являются одной из обсуждаемых тем в литературе о развитии ребенка и семьи. В данной статье мы пытаемся проанализировать личность и когнитивное развитие на 40 примерах детей (7-10 лет) и их родителей. Определить, как семейные процессы (детско-родительские отношения и стиль воспитания) влияют на эти события. Результаты настоящего исследования подтверждают гипотезу о том, что как детско-родительские отношения, так и стиль воспитания, используемый родителями, влияет на личность и когнитивное развитие детей.

**Ключевые слова:** дети, детско-родительские отношения, личность, стиль воспитания, семейный процесс.

## **Introduction**

Recently, developmental and family psychologists conduct researches that conceptualize children's personality and cognition as dependent on social interactions with parents and other family members (especially siblings and grandparents). Parenting functions especially those that involve cognitive stimulation of children in the family were identified as strong predictors of children's cognitive skills (6, 7, 8, 9). Research has shown that the personality of children develop from the family; this is because the family acts as children's first school of learning, which implies that the family is the first place of socialization for every child and individual (5, 6). The period of 6-16 years is usually a critical period when children begin to develop both physically and mentally, and in which the personality of children begin to form (8). Although during this period of development, children are at high risk of personality disorder, which (if not properly managed) can lead to personality disorder such as depressive disorder (11).

According to (8), the family is the primary setting where the shaping of children's lives takes place; this is because the process of socialization of children takes place in the family (primary socialization). The major work in the socialization of children in the family is parenting behaviors and discipline. A typical Nigerian family is a setting where parents train their children according to certain customs or traditions or belief. Majorly in Nigeria, parenting discipline and practices are influenced by religious, traditional and cultural beliefs (6). Religious and cultural beliefs tend to have the highest influence on parenting practices in Nigeria, and it is difficult to conclude which of the two have the most influence because both tend to have equal effects (11). Age of parents also affect parenting practices in Nigeria. Due to these methods of discipline, children gradually internalize social standards and expectations which in turn results in the development of self-regulation skills and responsibility in children (11). For the purpose of this research family processes such as: parenting style (from mother's perspective), and parent-child relationship were critically used as indicators to measure children's personality and cognitive development.

## **Theoretical framework and Hypotheses**

Important theoretical models relevant to this study includes: concept of socialization, parenting style and attachment theory. Socialization is a primary location for studying the significance of nature (genetic and biological nature) versus nurture (external and environmental factors) in children (6,8). Socialization is an important concept when discussing family processes; this is because the family is the place where parents shape the behavior of their children. Family processes (especially parenting and parent-child relationship) are usually affected and determined by cultural demands (8, 9). For example, most parents have certain beliefs about the characteristics they would like their children to portray, and the type of child rearing practices they would like to use to attain them.

Parenting is a choice of life that involves responsibility (the ability of parents to take good care of their children physically, culturally, socially, and traditionally). It is an important phenomenon that involves all aspect of a child's development and forms the basis of a family environment (6,8). The popular model of parenting style was proposed by Diana Baumrind in 1971. Baumrind did not only focus on parenting styles, but also examined child outcomes. She described three major parenting styles: (1) Authoritarian parenting style, (2) Authoritative parenting style, and (3) Permissive parenting style. Authoritarian parenting style is characterized by: strict directive and emotionally detached form of parenting; low levels of nurturance, warmth and communication; high levels of punitive control, demands, conflict and coerciveness. Authoritative parenting style is characterized by: high levels of warmth, nurturance, open communication and maturity demands; positive but assertive control; as well as high expectations in adolescence. Permissive parenting style involves less parental restriction on the child. It is generally characterized by high levels of warmth and low control attempts. Permissive parenting style can be classified into two: (1) permissive-indulgent parenting style, and (2) permissive-neglectful parenting style

## **Methodology**

The methodology used in the completion of this research includes:

1. Wechsler Intelligence Scale for Children (WISC-IV).
2. Parental Attitude Research Instrument (PARI), by American psychologists E.S. Shefer, and R.K.Bell.
3. Method Rene Gilles on social adjustment in children
4. 16-Model scale on parent's perception on child care by L. M. Popov.
5. Personally constructed Open-ended questionnaire for demographic variables

**Specific objective of research**

1. To assess the influence of parenting style on children's personality and cognitive development.
2. To determine if parent-child relationship affects personality in children.
3. To determine if parent-child relationship influence cognitive development in children.

**Results**

In the determination of the effect of family processes on children's personality and cognitive development, parent-child relationship and parenting style were used as indicators for family processes. The correlation coefficient showed that there is no significant correlation between parent-child relationship and personality in children, but there was significant correlation between parent-child relationship and some aspects of children's cognition (arithmetic- 0.32, p=0.05; arrangement- 0.35, p=0.05); the coefficient also showed correlation between parenting style (method PARI) and one aspect of personality (aggression- 0.63, p=0.001) ; parenting style (method Popov) and one aspect of personality (aggression- 0.62, p=0.001); parenting style (PARI) and one aspect of cognition (arrangement-0.37, p=0.05); parenting style (Popov) was not correlated with cognition.

Table 1

**Analysis of results of family processes (parent-child relationship and parenting style) and children's personality and cognitive development**

Levels	Group Parameters (%)					
	Parent-child relationship			Parenting style		
	High	Middle	Low	High	Middle	Low

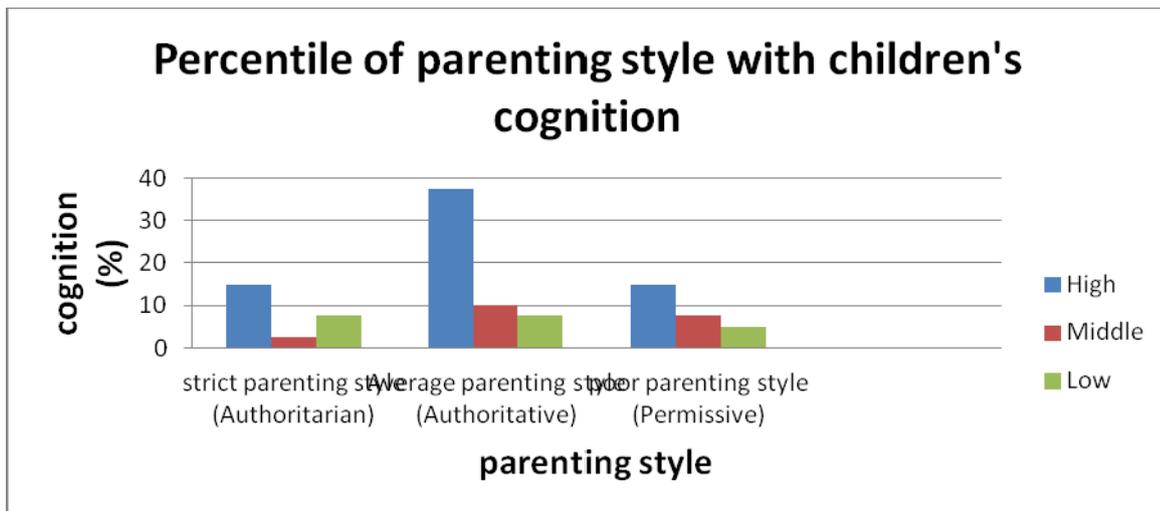
High	CUR	32.5	32.5	2.5	10	40	17.5
	COM	15	10	2.5	2.5	20	5
	DOM	17.5	7.5	2.5	5	20	5
	AGGR	10	5	0	15	0	0
	GKN	25	20	0	7.5	27.5	10
	ARI	30	17.5	0	10	25	12.5
	LOG	25	10	2.5	7.5	22.5	10
	TAS	40	30	5	12.5	37.5	20
	ARR	40	27.5	0	15	37.5	15
Middle	CUR	12.5	5	0	5	7.5	5
	COM	27.5	15	0	10	20	15
	DOM	35	25	5	15	25	22.5
	AGGR	5	10	2.5	2.5	7.5	7.5
	GKN	17.5	15	2.5	7.5	15	12.5
	ARI	15	12.5	2.5	10	12.5	7.5
	LOG	20	17.5	2.5	5	20	15
	TAS	10	2.5	0	2.5	5	5
	ARR	7.5	7.5	5	2.5	10	7.5
Low	CUR	7.5	0	7.5	2.5	2.5	10
	COM	10	12.5	7.5	7.5	10	10
	DOM	0	5	2.5	0	5	2.5
	AGGR	37.5	22.5	7.5	0	42.5	25
	GKN	10	2.5	7.5	5	7.5	7.5
	ARI	7.5	7.5	7.5	0	7.5	15
	LOG	7.5	10	5	7.5	7.5	5
	TAS	2.5	5	5	5	7.5	5
	ARR	5	2.5	5	0	2.5	10

Table1 shows the percentile of test results. Total number of samples=160 (40 children and 40 parents), all samples were divided into 3 groups (according to the level of

development in children, and according to the level of parent-child relationship and parenting style-HIGH, MIDDLE, LOW)

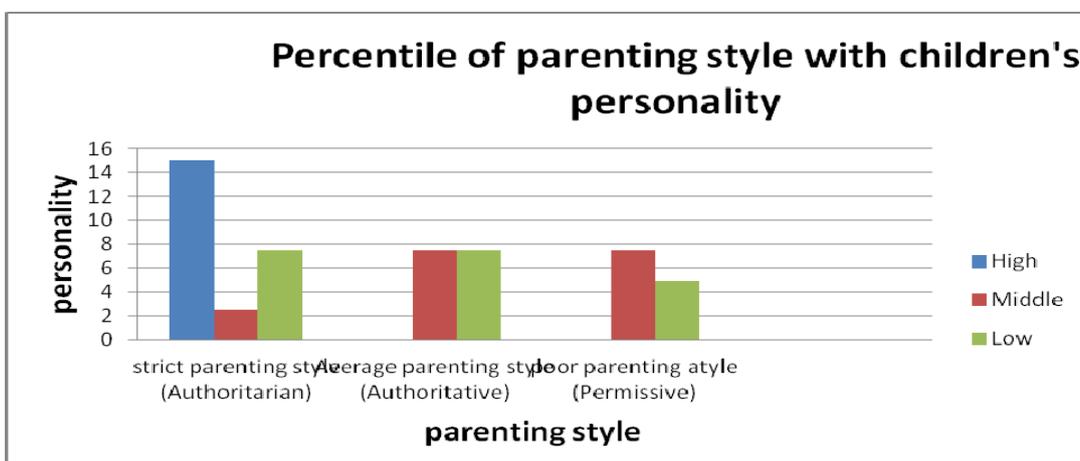
**Note.** CUR=curiosity, COM=desire to communicate, DOM=desire to dominate, AGGR=aggression, GKN=general knowledge, ARI=arithmetic, LOG=logics, TAS=tasks, ARR=arrangement

**Graph 1**



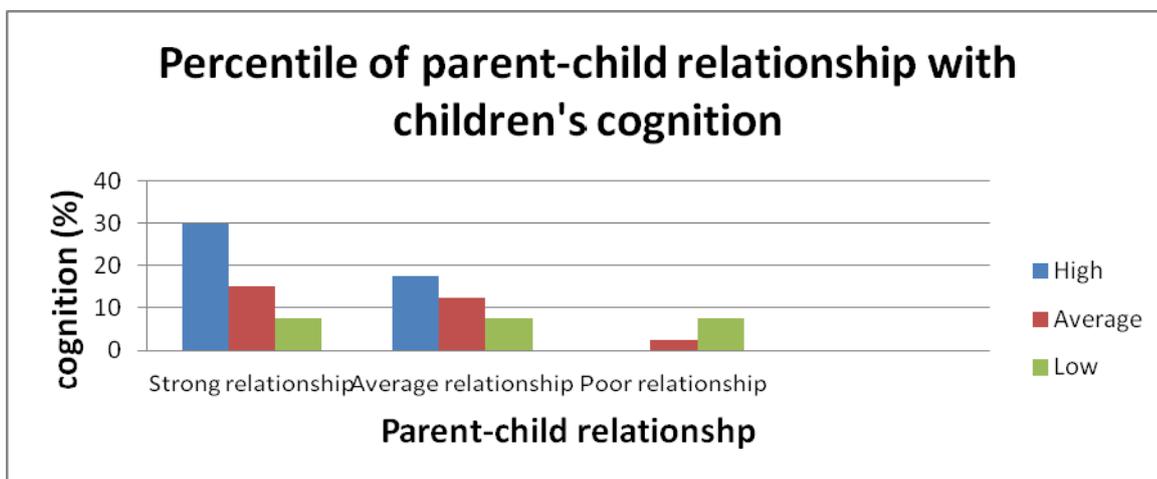
Graph 1 shows the percentile cognitive score of children according to the parenting style practiced by their parents. It was observed that there is a strong relationship between parenting style and cognitive development in children. Parents who practice authoritative parenting style have children with the highest cognition (37.5%, 15%, and 7.5%); permissive parenting style also resulted in good cognitive development in children (15%, 7.5% and 5%), but parents who practice authoritarian parenting style have children with poor cognition (15%, 2.5%, 5%).

**Graph 2**



Graph 2 shows the percentile personality score of children according to the parenting style practiced by their parents. It was observed that there is a strong relationship between parenting style and personality (aggression) in children. Parents who practice authoritarian parenting style have children with the highest aggressive behavior (15%, 2.5%, and 7.5%); authoritative parenting style also resulted in an average aggression in children (0%, 7.5% and 7.5%), but parents who practice permissive parenting style have children with very low aggressive behavior (0%, 7.5%, 5%).

### Graph 3



Graph 3 shows the percentile cognitive score of children according to the strength of the relationship they have with their parents. It was observed that there is a strong relationship between parent-child relationship and cognitive development in children. Parents who have strong relationship with their children have children with the highest cognition (30%, 15%, and 7.5%); parents who have an average level of relationship with their children have children with an average cognitive development (15%, 7.5% and 5%), but parents who have poor relationship with their children have children with poor cognition (0%, 2.5%, 7.5%).

### Discussion and conclusion

Results obtained at the end of this research correlates with the reports of studies by (8) that is, authoritative and indulgent parenting are parenting styles that promote the most nurturing and warm environment for children's personality and cognitive development by contributing to the development of self components in

children. The results obtained at the end of this research showed that authoritative parenting style promotes the most cognitive development in children; authoritarian parenting style results in a high level of aggression in children; strong parent-child relationship results in high levels of cognition in children; and there is no relationship between parent-child relationship and personality.

As forms of recommendation, treatment can change a parent's behavior towards a child in specified ways, which in turn changes children's behavior. Therefore, in order to enhance good parent-child relationship, poor parenting practices should be changed. This can only occur through the introduction of longitudinal parent-training programs. I therefore recommend that psychologists, teachers, as well as counselors and educators, should create programs that will sensitize and provide information on how to better handle issues of parenting and parenting styles for better development of their children.

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## **ПРОБЛЕМА ПОНИМАНИЯ «ОБРАЗА МИРА» ЛИЧНОСТИ**

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### **Аннотация**

Данная статья посвящена проблеме понимания «образа мира» личности в контексте определения его структуры и функций. В статье рассматривается представление образа мира как субъективной модели действительности человека.

**Ключевые слова:** образ мира; личность; индивидуальность.

Присвоение человеком социального и предметного пространства, мира людей, мира предметов и явлений, в наибольшей степени отражено в функционировании образа мира. Истоки формирования «человеческого» в