

# Socio-Cultural Background of Family: Opportunities and Limitations for Schoolchild Personal Development



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**Abstract:** *The purpose of the study was the study of family socio-cultural background, or rather, the possibilities of family resource use for the development of positive values and behavioral attitudes of young people. The authors put forward the hypothesis about the functional weakness of the modern family institution which is not able to ensure the socio-cultural development of the younger generation completely. At the same time, it is suggested that the socio-cultural background of a family dominates the possibilities and the limitations of a student's personal development. The Internet survey of Russian parents with school-age children (N = 775) was used as the main research method.*

*After the study the authors conclude that the social and the cultural background of the modern family is destabilizing: there is the replacement of such values as patience, respect and fidelity to such as status, money and career. They established the limitations of a student's personal development in the context of family socio-cultural background study: the absence of cultural experience for intra-family communication, the underdevelopment of channels producing positive values, the absence of interaction effective practices with educational institutions.*

**Key words:** *family, culture, socio-cultural patterns, value norms, values, value orientations, youth.*

## I. INTRODUCTION

Modern trends and high socio-cultural risks of youth maturation condition the need for developed country introduction into a new stage of socio-cultural development (Chng G.S. et al., 2016; Rogach O.V., et al., 2017). However, the degradation of social and cultural consumption products (Fomicheva, 2017), the decrease of interest to the cultural values and historical memory among the younger generation provokes the emergence of modern youth maturing risks (Tripathi A.K., 2014; Blurton D.M. & Copus G.D., 2003). Due to the prevailing situation the developed countries are interested in the sociocultural background of families, their influence on the personal development of a child (Causey S.T. et al., 2015; Häggman-Laitila A., 2005).

In modern conditions, the family institution is regarded as a key institutional structure that ensures the reproduction and the consolidation of historical and cultural heritage values of each new generation (Davis S.N. & Pearce L.D., 2007; Pels T. & De Haan M., 2007). Directly or indirectly, the center of family social and cultural activities "gravity" affects all its social functions, the structural architecture of which includes the development of values for young people (Y.Hu & J. Scott, 2014), the socialization of an individual and the consolidation of society (Troger T. & Verwiebe R., 2015), the overcoming of historical and cultural disagreements and the achievement of civil harmony (Peltola M., 2015). However, according to the most pessimistic forecasts, the values and the patterns of family behavior that were inherent by family institution over the past centuries (respect for elders, matrimonial fidelity, the priority of children development, etc.) actually degenerated in a few decades. By 2030, they will be associated in public consciousness with marginal behavior.

Besides, the sociocultural background of developed country families becomes the translator of consumption culture values more and more often, ensuring the development of a child personality type who shares the market values of the spiritual archetype (Grace S. Chng et al., 2016). The weakening of family effectiveness in the context of the younger generation socio-cultural development (Lopez M.E. et al., 2005), the transmission of spiritual and moral values, observed by developed societies, is accompanied by an increasing demand for mass culture products, which are aimed to the sociocultural needs of the marginal strata and subcultures (Bijleveld et al., 2009; Gorshkov M.K., 2008). The result of this discrepancy in the value orientations of modern society is the level of citizen internal moral control reduction (Sobotková V. et al., 2012), the decline of culture and art product quality, and the substitution of creative freedom with the ideas of permissiveness (Rogach O.V., et al., 2017).

## II. METHODOLOGICAL COORDINATES

The purpose of this work was to study the socio-cultural background of Russian families, the possibilities of family resource use to develop positive values and behavioral attitudes of young people. The authors put forward the hypothesis about the functional weakness of the modern family institution which is not able to ensure fully the socio-cultural development of the younger generation. The verification is required that the socio-cultural background of the family has a dominant influence on student's personal

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development possibilities and limitations.

The territorial coverage of the study is presented by Russian Federation subjects. The Internet survey of parents with school-age children was used as the leading method of the study.

The total number of respondents made 775 people. The sample is predominantly female one (63.5%). The average age of the respondents made 31-40 years (66.1%). 62.6% of parents estimate their income as an average one, while the share of poor families did not exceed 28.5% in the sample.

The team of authors used the general scientific methods of research, system, the comparative and historical analysis was applied. Data processing was carried out using the mathematical and the statistical methods of analysis.

### III. COMPLIANCE WITH ETHICAL STANDARDS

This article does not include material that may be the subject of a potential conflict of interest. A study involving humans or animals was not conducted during the work on the article material.

### IV. STUDY RESULTS

The family acts as a translator of values for the younger generation a priori. At the same time, the complication of social life could not but affect the sociocultural background of Russian families by conditional separation of value orientations into traditional and modern ones. According to the performed study, the dominant part of Russian families (78.4%) has such established values as faithfulness, love, marriage and respect for others. At the same time, the channels for such a transfer of value attitudes are not developed almost. 54.8% of the respondents found it difficult to answer when they were asked about the ways of child indicated values transfer and fixation. At the same time there is a gender division in the declared values: in the communication with girls, parents rely more often on such values such as "love", "holiness of motherhood", "patience" and "understanding." During the communication with boys, parents cultivate the concepts of "kin development" and "respect".

The concept of "marriage" loses its positions in the context of modern values. According to the survey results, parents note "career" (86.9%) and "education" (69.1%) as family values. Moreover, the following question was asked: "What values set by the family will allow your child to become successful?" And 87.1% named "career orientation"; 80.2% - "discipline and responsibility"; 67.8% - "the freedom of creative self-realization", and only 54.8% named "the creation of a strong family."

By the recognition of schoolchild parents, society imposes new values of "money" and "status" nowadays. In the opinion of almost half of the respondents, modern schoolchildren, when they choose friends, clothes, preferences for food and rest, and even their appearance, operate with these concepts exactly. Although one-third of parents does not see this as a negative influence, saying that "my child is not worse than others" (34.1%), "my child deserves the best" (29.8%), "if I can afford to buy a child what he wants, why I should not do this?" (32.1%).

At the same time, the results of the study illustrate the existence of solid value orientations directed against deviant behavior among the parents of schoolchildren (67.4%). Almost half of those polled tell their children about the dangers of smoking / alcohol and drug addiction (50.3%) regularly; 42.8% of parents try to conduct joint discussions with their child about the problems related to possible deviant behavior (the discussion of peer behavior, mass media cases, etc.).

However, for parents from large, poor and incomplete families, have the tendency to rely on the values that have a focus on material well-being and the survival "in the world full of dangers" (39.4% of the total number of respondents). The parents from prosperous families are more likely to turn to spiritual values in this case (60.6% of the total number of respondents). Their main goal is to live an interesting, creative life as you master the profession. From this we can conclude that the vital values dominate in the disintegrated families, and the spiritual ones dominate in the highly integrated families. There are some reasons to believe that the low importance of spiritual values for parents from poor families determines their inability to pass on their respective spiritual values to their children, which could direct the children's behavior into a socially approved channel (study, the interests useful to them and other people, the search for a future profession, etc.).

The results of the research show that the parents from disadvantaged and prosperous families rely on different types of affiliation values in their discussions. The status moment ("to be no worse than others") is of special importance for the first ones, which is of less importance for the second group of respondents. The latter are more aimed at communication competence increase, especially with close people. At the same time, they consider studying as the way to a happy family life more often than the first ones.

However, an increased care for children is characteristic for all parents. 65.4% of respondents tell about it. In the conditions of a relatively stable material support and the development of "civilization achievements", the economic necessity of children participation in domestic work is becoming the thing of the past (55.9% of parents do not involve children in domestic work on an ongoing basis). In fact, the upbringing in a family does not aim to instill the work skills in a child, on the contrary, there is an active search for "clean work", "higher education" for children (it seems preferable for 89.7% of parents).

In this context, according to the parents, the school acquires a special role, which is intended to become a springboard for obtaining a higher status, good work, money, recognition and all that becomes relevant for Russian families (Frolova, Rogach, 2017). At the same time, as a rule, there are no specific practices for interaction development between parents and school in the context of a child upbringing. 66.8% of respondents share this opinion. For the rest of the parents, the cultural education of a student is limited to: "preventive talks with teachers / competent persons", "special lessons" or "field classes / excursions". At the same time, 9 out of 10 parents believe that school should strengthen its representation in younger generation upbringing and start playing a key role in

the socialization of schoolchildren.

According to the received data, almost 2/3 of parents do not have enough time to organize cultural leisure for their children.

At the same time, the school becomes the only possibility of child cultural enrichment for these parents. It should be taken into account that the cultural program offered by an educational institution is not always "affordable" for the parents who are financially loaded with additional activities, sections and circles with a creative and sport orientation (Rogach, O.V., 2017). For those parents who have both the time and the means for joint cultural leisure with children, the following forms are preferable: visits to theaters, museums, the development sites for children.

## V. DISCUSSION

The results of the performed survey show that the family resource as an institution that prevents the atomization of society by ensuring the continuity and the promotion of civilization values is not sufficiently developed today. The projects and programs implemented by cultural institutions, which should be aimed a priori at securing the historical and cultural heritage of Russian society representatives, do not ensure the continuity of historical memory in fact, which undoubtedly undermines the confidence of the younger generations in the experience of their ancestors. The result of Russian family socio-cultural background destabilization is the situation at which the subjects of the traditional three-kin structure of households (fathers, children, grandchildren) speak different cultural languages and do not have a common conceptual, figurative and value space for an effective socio-cultural exchange.

The results of this study illustrate situations in which different generations use in their sociocultural space not identical, but often opposite systems of cultural signs, which relate to the same historical events at the same time. The above circumstance reduces the importance of a family as a social institution that determines the value orientations of historical and cultural heritage perception by Russian society.

At that, in the conditions of the existing socio-economic and political transformations, a Russian family was excluded from the participation in educational and upbringing processes organized by sociocultural institutions. Due to the absence of appropriate resources, parents are limited usually by the possibilities of recreational activity organization and, thus, by the opportunities to involve their children in the historical and cultural heritage of Russian society. The problem of quantitative and qualitative deficit of social ties inside and outside a family is particularly relevant.

As for some positive trends, we can state a shift in the orientation vector of a family from the sphere of spiritual goods direct consumption to the sphere of active socio-cultural activity, which contributes to self-development and self-affirmation of a family, strengthening its foundations as

a social institution that determines the value system of Russian society development.

## VI. CONCLUSIONS

The data obtained during the research conducted by the team confirmed the hypothesis about the functional weakness of a modern family institution that is not able to ensure the socio-cultural development of the younger generation fully.

The authors conclude that the family socio-cultural background is destabilizing. In particular, there is a replacement of traditional values (patience, respect, fidelity, etc.) with modern ones - status, money and career. This tendency is illustrated especially clear in the disintegrated families.

Among the leading limitations of a student's personal development in the context of family socio-cultural background study there are the following ones: the absence of cultural experience for intra-family communication, the underdevelopment of channels for positive value transfer, the absence of effective interaction practices with educational institutions.

The results of the performed study indicate a low claim from parents concerning the management of the younger generation cultural development. Only a small part of parents is engaged in cultural growth of a child actively and systematically, in some cases there is a fragmentary attention of parents to the involvement of their children in the historical and cultural heritage.

At the same time, the situation is not so unambiguous. They outlined the positive trends to resolve the socio-cultural dysfunctions of Russian families. In particular, according to the study results, the following opportunities for family resource use are noted to form positive value and behavioral attitudes of young people: the transfer of experience preventing the destructive patterns of adolescent behavior, and a high interest of parents in the development of successful life trajectories for their children. Despite the fact that the vector of such trajectories varies for different categories of families, the parents' desire to see the achievements of their children remains a common one.

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