

# **RESEARCH OF INDIRECT IMPACT OF PARENTS-CHILD RELATIONS IN FAMILIES BASED ON THE FACTOR ANALYSIS AND FEATURES OF PRIMARY SCHOOL CHILDREN'S SPEECH COMPETENCY**

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**Abstract.** The article deals with the research of indirect impact of relations within the parents-child community and pays attention to the identification of balance between individual factor analysis of features and characteristics of speech competence. This issue is becoming more and more important in the context of the research of speech development of primary school children with dysgraphia. It is noted that increase in the number of children having difficulties in writing or its disorders as well as the development of modern requirements for the level of primary school students' knowledge, skills and abilities make the issue of the research of speech development of primary school children with dysgraphia an important one. It is emphasized that the received data will be taken into account for further development of system of prevention and overcoming dysgraphia at an early age.

**Keywords:** speech competence, parents-child community, primary school children.

The move to new educational standards, modern requirements to the level of primary school children's knowledge, skills and abilities on the one hand, and the increase in number of children having difficulties in writing or its disorders, on the other hand make the research of speech development of primary school children with dysgraphia an important one [3].

At the ascertaining stage of the experiment while researching the main features of speech development of primary school students with dysgraphia, one of our objectives was to study the indirect impact of relationships within the parents-child community and to identify the interaction of individual factor analysis of features with characteristics of speech competence.

Analysis of the scientific approaches to the research of conditions of child's language and speech development [4] has shown that apart from the obvious impact of social environment on the development of these abilities, at present, there is no methodologically proved model of socio-cultural determination of child's speech competence development. The model, offered by D.M. Chernov, allows: 1) to build subjective conditions for the improvement of quality of relations between the child and social environment, to develop conscious attitude of society towards child's speech formation, 2) to improve the quality of the educational process, actualize child's subjective characteristics while teaching the language. The scientist has proposed the solution of this problem from the point of view of subject-activistic approach [1]. Being based on the concept of the collective subject, offered by O.L. Zhuravlev [2], D.M. Chernov has also proposed a psychological-anthropological model of socio-cultural situation of child's development. The core of this model is formed by a dynamic structure of experiences – relations of a child as a developing identity and his or her closest socio-cultural environment, which together form different child-adults communities (first of all, parents-child and teachers-child). These relations tend to reach the level of a collective subject [4]. In our study this approach to the issue has allowed us to overcome a principle of indirectness while researching the determination of a child's speech development based on the bio-sociocultural conditions of his or her activity. We've used the methodology, developed by D.M. Chernov, and then we compared the obtained data. The experiment was conducted among the children of primary school age (first grade). It is a well-known fact, that at this age the impact of relationships within the parents-child community on the development of knowledge, skills and abilities (including speech competence), which are necessary for the systematic child's study in school, can be crucial.

We've used a projective technique «We are together with a child», aimed at the diagnosis of the level of development of «parents-child» collective subject. Parents were offered open-ended sentences, which they needed to complete with phrases that reflect their ideas about their relationship with a child. Three parameters that reveal the concept of «collective subject» have been identified (according to O.L. Zhuravlev): 1) degree of interconnection / interdependence of subjects; 2) intensity and vastness of joint activity spheres; 3) degree of reflexive attitude of participants to the joint activity [2]. By means of content analysis, verbal indicators of parameters have been identified in the statements. Each word / phrase was scored one point. Three indicators, which show the degree of development of «parents-child» collective subject, have been analyzed [5].

In order to research the specificity of socio-cultural situation of children's development and to collect data on their early mental and linguistic development, a special questionnaire was designed. The questions were grouped into blocks: 1) biological and physiological features of child's development; 2) family's socio-economic status; 3) main features of language and speech environment created by the parents; 4) family configuration; 5) history of child's language and speech development; 6) socio-cultural conditions of child's development; 7) peculiarities of child's subjective activity in the sphere of communication and his or her mastery of language and speech.

The analysis was carried out using statistical package Statistica 9.0. The Kolmogorov-Smirnov criterion was used to check the distribution of variables for the compliance with normal law. Correlation analysis helped to identify the correlation of the variables. We also used: rank correlation  $r_s$  - Spearman, rank-biserial correlation, linear correlation  $r_{xy}$  - Pearson (to identify the correlation between two quantitative variables, quantitative and dichotomous variables, two variables with distributions corresponding to the normal form). As all of these varieties of correlation analysis allow us to establish linear relationships between two variables, they will hereinafter in the text be referred to as «simple correlations». Factor analysis was used to identify the structure of the relationship of variables; we calculated factor estimates according to the identified indicators. The study involved 306 respondents (father and mother). To get a general idea of the

peculiarities of parents-child relations in families with primary school children, a factor analysis was carried out according to the parents-child methodology (Table).

**Table**

**Factor structure of data**

Variables	Factor 1	Factor 2	Factor 2
Parents-child relationship	0,60	0,36	-0,03
Parents-child activity	0,76	0,17	-0,09
Parents-child reflexivity	0,66	0,45	-0,05

Note. The boundary value of the correlation of variables with the factor for  $n = 106$  -  $r = |0,20|$ .

*We analyzed the data obtained.*

Factor 1 – Collective subject «parents-child» is evident when there is an interconnection / interdependence of mother's relations with a child, high intensity and vastness of spheres of joint activity with a child, and a reflexive attitude towards co-existence (methodology Parent-Child). In this case the collective subject «parents-child» is being formed: if there is an interconnection / interdependence between the subjects and reflexivity towards the subjects of activity, there is also a tendency to the increase of intensity and vastness of the spheres of joint activity (according to O.L. Zhuravlev it is a «general» sign of a developed collective subject) [2]. In this case, a child has a positive attitude towards his or her mother and father, in general towards parents as significant adults; a child wants to know more, he or she is sociable, moderately involved in conflicts, wants to lead in the relationship, and is socially adequate.

Factor 2 - Collective sub-subject «parents-child» with a reflexive attitude of a mother towards a child: there is interconnectedness / interdependence with a child and

reflective attitude of parents towards co-existence (methodology Parent-Child). The factor of the intensity and vastness of spheres of joint activity with a child is absent in the structure; it allows us to talk about the initial stage of collective subject formation – according to O.L. Zhuravlev it is a pre-subject stage [2]. At the same time a child has a positive attitude towards his or her parents and the closest social environment.

Factor 3 – «Authoritarian Hypersocialization»: mother moves from indulging the needs of a child to their neglecting, she has insufficient requirements aimed at a child, the sanctions can be very strict and then replaced by their insufficiency, so the education style is unstable, mother feels educational insecurity; she tends to expand the range of parental feelings which are underdeveloped, she projects her own undesirable qualities on a child.

At the next stage we examined the relationship between individual factor estimates of the identified features and characteristics of speech competence. The indirect impact of relationships within the parents-child community based on collective subject and results of the questionnaire was researched. We have worked out a hypothesis: the results suggest that while studying a socio-cultural conditionality of primary school children's speech competence in the structure of relations in the parents-child community, it is necessary to take into account the factor of collective subject «parents-child». It is advisable to consider the correlation of child's speech competence with the diversity of bio-sociocultural conditions of its development through this small society. Subsequently, according to this hypothesis we calculated simple correlations between questionnaire characteristics and speech competence characteristics. It has been found out that under the conditions of the inclusion of indirect connection of this feature from questionnaire and parents-child time indicators (average amount of time mother spends with a child per day) the quality of child's speech competence decreases. When calculating private correlations, no correlation was found between an average time a father spends communicating with a child in a day. While calculating simple correlations, a number of negative correlations of this feature becomes rather significant (in all cases  $p \leq 0.01$ ). These relationships are interpreted against the background of another result: in the process of calculating simple correlations we have revealed some negative connections between the feature «Who of the parents is talking to a child more» and the final score. So, the estimates are higher if a mother, rather than

father and mother, communicates with a child more. The data we obtained is the same as the results, received by D.M. Chernov [5]. Therefore, due to the fact that mother longs for the creation of subject-subjective relations with a child, she is inclined to devote more time to communication with his or her child. As for the characteristics of speech competence of the six year olds, the mentioned above fact is expressed not by absolute, but by relative estimates of the specific weight of a mother's daily communication with her child. Apparently, for various reasons, it minimizes the time of father's communication with a child. According to the results obtained, and it goes in line with opinion of D.M. Chernov, if a child is interested in reading, it promotes a high level of speech competence. The processing of the results made it possible to draw the following conclusions.

So, the indirect role of the collective subject «parents-child» in a primary school child's speech competence development is under the impact of various bio-sociocultural factors and this dependence is expressed in the fact that a high level of child's speech competence is accompanied by:

- resources of child's biological development, which are used by a mother and are aimed at the actual development of speech competence;

- attentive attitude to the child's difficulties in the process of adaption to kindergarten and while interacting with unknown people in order to develop their language competence;

- increased attention of a mother to a child with a relatively late motor development in an early ontogeny in order to compensate for possible negative consequences of speech competence development in an early school age;

- compensation for the child's poorly objective speech environment because of the mother's efforts to create subjective conditions to improve speech competence, for example, support of child's interest in reading and writing and subjective initiative in the situation of reading or writing;

- increased attention of a mother to a relatively low level of speech activity of a child in an early ontogeny, which leads to the improvement of his or her speech competence in an early school age.

The results obtained will be taken into account while developing a system for preventing and overcoming dysgraphia in an early childhood, namely: active involvement of mothers in this process in order to compensate for the negative effects of speech competence development at primary school age and prevention of dysgraphia.

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