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PARENTING AS A SOCIOCULTURAL PHENOMENON – CURRENT PROBLEMS OF PROSOCIAL FUNCTIONING

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Abstract. The interest in the social inclusion of the child escalates in the conditions of transition, as the state of society and the well-being of future generations depend on and determine the peculiarities of its course. Given the fact that the modern age has its own ways of regulating, preserving, reproducing and developing social life, it is strongly argued that it is important to discuss its features. The focus is on social changes that give rise to atypical interventions in childhood. The social development of the "I" is characterized as a complex long process, given the complex form of internalization. Within the framework of primary socialization, preschool age is unique in laying the foundations for personality formation. The process of realization of the "I" in society depends on the characteristics of communication in the parent subsystem. It mediates the social perception formed in the child, provokes his/her activity and is the main criterion for adequate socialization. Parents are the first social reality that resists and openly opposes the satisfaction of children's instinctive desires. This experience on the part of the child is a kind of a "feedback" for the immature "I" about the interactions between them and the "significant others". This is a way for the child to differentiate itself from them, to feel like an independent "I" - with its own desires, intentions, goals. The socializing effect of parental behavior in childhood enables the child to build their own identity by developing a motivational environment for communication. This article proposes a model for constructive communication in the parent subsystem, oriented towards affective adaptation of preschool children. In the context of the proposed model, social conflict and social integration are considered as socializing procedures.

Key words: pre-school age, constructive communication, emotional adaptation, socializing procedures.

Introduction

The social development of the "I" is characterized as a complex and lengthy process, given the complex form of internalization. Knowledge of the main psychological, psychophysiological and socio-psychological features within the framework of primary socialization determines pre-school age as unique to laying the foundations of personality formation. Direct observations on psychosocial development during childhood reveal that due to its complexity, irreversibility and intensity, the building of the basic levels of personality is always a complicated psychosocial process (Goffman, 2000). It is necessary to find the necessary presence of emotional experiences as a subjective condition for the social development of the child in pre-school age (Jung, 2015). In the scientific explanation of the thesis of the priority importance of emotions as factors defining human behavior, the generalizations drawn by A. Adler,

according to which "man is always in the process of becoming" and the movement towards the goal moves him from the "minus" to "plus" (Adler, 2008:68).

On the other hand, the self-awareness process of the "I" depends on the characteristics of communication in the parent subsystem - the "parent-child" relationship. It mediates the social perception of the child, provokes its activity and is a basic criterion for successful socialization.

Parents are the first social reality to resist and enter into open confrontation against satisfying infantile instinctive desires. Their child experience represents a kind of "feedback" to the immature "I" about the interactions between it and the "significant others." It is a way for a child to distinguish itself from them, to feel themselves their self-esteem - with his own desires, intentions, goals. Over time, the human individual acquires knowledge of his/her own needs, desires, interests, and values, and from the moment of his self-awareness he begins to "distinguish situations in which he can take control or rely on the support of the elderly (Marcel, 2005:14).

The socializing effect of parental behavior during childhood provides an opportunity for the child to build his/her own identity through the development of the motivational-needful environment for communication.

During the upper preschool age, the child should learn discipline through a deliberate and willingly initiated activity (Dimitrov, 2012). Particularly traumatic are situations where parents in the position of power and authoritarianism force the child to obey their requirements. Under similar circumstances, the child's feeling of self-disapproval and guilt towards the "significant others" is transformed into a critical situation for "I", accompanied by negative experiences such as fear, shame, humiliation. Asked by the "Significant Others" in a self-criticism, the child hyperbolizes its guilt and problematic on a personal level the failure in terms of:

- a life event that violates the self-affair and takes away the love of the social environment;
- a life event that distances it from his parents before it is internally confident in its autonomy.

The described form of parental behavior reveals the negatives of improper use of parental authority, as the child experiences negative feelings as a result of their own disappointments. To avoid this in the future, the child builds appropriate compensation structures, respectively:

- suppresses internal activity and through passivity ensures parental care and love;
- suppresses the need for love, withdraws from others;
- heightens his sense of insecurity and closes himself.

The emotional contents internalized by the particular case in the subjective biography become interpretative schemes in the behavior of the unsupported "self" and the subsequent stages of mental development in ontogenesis.

Taking into account these psychologically significant facts about affective adaptation in upper-school age and the role of external influences in negative experiences in the conditions of primary socialization, a model for constructive communication in the parent subsystem is proposed.

The content of the proposed model focuses on a certain aspect of parental behavior and communication with the child, namely the emotional relationships in the family system.

Primary socialization is unique in laying the foundations for personality formation at the preschool stage. The process of realization of "I" in society depends on the characteristics of communication in the parental subsystem. It mediates the formed social perception in the child, provokes its activity and is the main criterion for adequate socialization.

Parents are the first social reality that resists and openly opposes the satisfaction of children's instinctive desires. Within the family community, the analysis of the child's social development process reveals the importance of the social ties created in the family system. The psychological effect of parental control is reflected in the child's act of self-perception. Through family relationships and the established model of communication, the child constitutes the most important elements of the self-image.

Model for constructive communication in the parent subsystem in case of negative experiences in situations critical to the child

The proposed model for constructive communication in the parent subsystem in case of negative experiences in situations critical to the child is carried out in the following directions:

□ **EMOTIONAL** (Development of the emotional experience of the child): Emotional experience is considered as an explanatory strategy for assimilating interactions with the parent community and is directly involved in the building of social behavior in the upper preschool age.

□ **MOTIVATION** (Formation of Motivational-Necessary Structures): Motivational-need structures serve to adapt to the social world as an expression of balance in inner-individual and inter-individual realities.

□ **INTERACTIVE** (Social and Affective Reality): Social control and emotional support of the adult to the child serve the affective adaptation and are prerequisites for mastering social behavior in the upper preschool age.

The structuring of the constructive communication model in the parent subsystem in the negative pre-school childhood experiences of the child is oriented toward two important accents in contemporary psychological-pedagogical theories:

The first is conditioned by the inner psychic ability of the child to respond to traumatic situations by forming compensatory and protective structures that serve to preserve the self. The latter are opposed to disintegration and family-free emotional support.

The second is conditioned by the statement that the child's full mental growth to the mature "I" is dependent on parental behavior and a pattern of communication in traumatic situations. The latter is achieved through social integration and the availability of emotional support.

Accordingly, the model implies:

- socialization procedures;
- system of dependencies between the subjects in the family system;
- unity between the psychological paradigm and subordination parameters;
- opportunities for relationships and corrections.

The design of the model is based on the theory of modeling and meets the requirements for the presence of:

- concepts – interrelated common concepts,
- observable data on which the concepts are based,
- a set of expressive exponents that connect concepts to data and concepts between them.

The form of parental behavior and the preferred pattern of communication depends on whether a particular situation has traumatic consequences on the self-identity of the child.

Considering the power of these arguments, it is imperative to differentiate as socializing procedures those based on parental behavioral stereotypes in negative experiences of the child, which do not impede the affective adaptation during the period of primary socialization.

By constructively responding to the negative experiences of the child, the identified impacts provide opportunities to play a positive role in motivating social behavior.

Numerous empirical studies prove that in the upper pre-school age, building motivation for social behavior is a process of social interaction in the family system, i.e., the core of the model is obviously formed in this primary social environment. It is at that age that the individual's social perspective is assimilated into relationships with other individuals, to separate their own interests and positions from those of authority, and to realize in principle that interests enter into a conflict in a particular individual sense - its proper solution is relative.

In this aspect, the modeling of the model follows the logic of psychosocial development and its implementation unfolds on the basis of the critical situation, social conflict and social integration as the three necessary stages whose subordination stimulates both the affective adaptation and the social development of the child.

The differentiation of the stages involved is conditional in view of the research tasks of the particular development. It is assumed that the child needs different techniques to maintain the

"I" in its still external (alien) reality. It can support self-identification of an independent (free) social being only in an environment that confirms this identity.

In the context of the proposed constructive communication model in the parental subsystem of negative experiences of the child in the critical situation, social conflict and social integration are seen as socializing procedures. The emergence of foresight in thinking and the need to comply with social requirements entails organizing situations in which the child "exercises" unsatisfied desires, that is to say, experiencing frustrations.

When control and external pressure from their parents is present, children react with intense negative emotional states. In such critical situations, causing negative feelings, they assimilate in a traumatic way the socially-derived objectifications of the self-self. It is this experience that becomes a decisive test of the will to subjectively and objectively maintain the still unsaved psychosocial identity. For the child, critical situations are at the same time "approbation" of the awareness of personal needs, which is aimed at asserting the rights of the autonomous "I".

In this first confrontation with social reality, the achievement of an optimal balance between norm and reinforcement - the two co-constructing the mental structure element - is particularly important. They are, in fact, the sound basis of childhood development, which follows logic: by adapting to order and norm, the child adapts and identifies with the laws of the social world of the family community, with the appropriate communicative model, and on this basis goes to self-realization.

The psychological meaning of the child's external control is conditioned by the affective experience of its "self," through which, through emotionally charged processes and placed in the context of the social definition of reality, it has the opportunity to develop initial skills for regulating its own behavior.

Therefore, from the position of the "significant others", in the course of the critical situation, parents could exercise regulatory functions over the development of rules and stereotypes in the child's behavior.

This is achievable provided that the parents:

- place restrictions consistently and in accordance with the observance and adoption of the social norm;
- impose prohibitions, without allowing their transformation into traumatic coercion.

As a result of the described situational strategies, parents transform the emerging critical situation into an effective socialization process.

Presented adequately by parents, the interpretation of objective normative reality teaches the child to experience its negative feelings and consequently to free itself from it. The creation of personal boundaries between parents and a child in order to disturb the symbiotic attachment and establish a psychological distance with others acquires the characteristics of an optimal interpersonal contact, in which the term "order" loses its repressive importance.

As a mechanism of internal regulation of social behavior, the overcoming of frustrations by the child is an effective prerequisite for building self-control. They give rise to structure-building processes that directly affect the formation of self-awareness in the context of affective adaptation.

As a form of behavior and communication with the child, confrontation should not be an end in itself for the parents, or a way to demonstrate their own parental authority, but should extend the child's understanding and knowledge of social interaction.

To be utilized as a stage in the constructive communication model in the parental subsystem, the critical situation should be extrapolated into the paradigm of social conflict. By exercising control through imposed bans, parents use social conflict as an effective socialization process. In it, besides the more intense negative experiences, the child discovers that its own most difficult feelings can be mastered in the relationship with the other person. This is achieved by using appropriate expressive (verbal and non-verbal) emotional support. Through it parents interpret the content of the conflict about the future development of the child. Consequently, experiencing social conflict is of constructive significance only in parental control aimed at forming an active target behavior in the child.

Social conflict supports "self" identity through:

- the deployment of frustration where the parent hinders the satisfaction of the child's need;
- the interpretation of the conflict in which the parent recognizes the feelings of the child experienced by the child;
- the emotional link where parenting supersedes the dissatisfaction of the need.

In critical situations involving negative experiences, by achieving such a quality relationship of the child with the parent community social conflict acquires constructive characteristics for the self-perception.

To constitute its "self", the child must be introduced into the social world of its parents. The social integration that is being carried out in this process is accompanied by failures in which the child's self-reflection also generates negative feelings.

Childhood failures as a consequence of dysfunctional parental empathy

Elderly's failures in childhood are due to parental defective empathy, for example, the ways in which their personalities strengthen, restrict or distort their role as social agents of the child during the upper preschool age. Hence, the thesis is that constructing a coherent "self" in negative experiences is only possible for empathically responsive parents-bearers of attitude to comfort, encourage, strengthen and support the already existing but unsupported "I" structure.

By maintaining an empathic relationship with the child, parents use social integration as an effective socialization process. Through the concerted experience of feelings in child-critical situations, constructive communication in the parent subsystem:

- provides the "frustrated child" with a survivable attempt to overcome the power of instinctive needs and desires;
- initiates a proper empathic understanding of parents' needs and wishes;
- provides a basis for the functioning of motivational-behavioral regulatory structures in the child's mental apparatus.

Accomplished by a suitable empathic response in negative emotional states, the phenomenon of social integration during childhood realizes the meaning of constructive parenting behavior and mediates the affective adaptation at the upper pre-school age.

Empathy is a particular form of parental behavior to respond to specific child's experiences of guilt. Such a parental response implies an emotional experience in which the attitude of the parents is not confined to emotional empathy but reaches an experience reflecting the child's position according to its social status.

Through empathy, parents have the opportunity to:

- identify with the child in his or her relationship with them. Thus, they actually enter into its emotional world, identify with its emotional assessment, and can assume the internal effect of punishment or encouragement with which they react in the particular event;
- understand when the child might be wrong to hear what they want to suggest to it because of its weak concentration or the lack of a suitable vocabulary for coding-decoding information in the process of interpersonal communication;
- be placed in the child's place at the moment when they disclose current feedback about their negative behaviors. This enables them to "trace" in their minds their possible attitude to control, and then, in the actual situation, to compare the two models to be convinced of the level of knowledge of their child's reactions in critical situations causing negative experiences.

According to the analytically presented considerations on the importance of empathy as a parent form of communication with the child, supporting the development of the self in the experience of guilt, the following is summarized:

Firstly, empathy is such a psychological influence that provides the most critical emotional experience for child psychological survival and growth, namely - attention and emotional attachment to the family environment;

Secondly - empathy is a specific emotional code for the communication "child" - "parent". It gives its particular resilience in understanding and assessing the attitudes, intentions and conflicts that have arisen in the process of interaction between the self and the society;

Thirdly, when emotional engagement in the family environment is based on empathetic interaction, the child acquires an adequate self-esteem that integrates with other mental structures from its own "self" concept.

Conclusion

Defined as phenomena in the social and cultural context, childhood and parenthood represent important stages in the life cycle of every person. These stages are marked by interpenetration and are the basis of the natural peculiar cycle of life that outlines our growth and maturation as individuals. Being a successful parent requires having responsible parents. Conversely, if during childhood you were neglected and abandoned by your parents, then there is a risk that you will not be able to cope with the role of the parent. Therefore, passing through the stages of the social roles of a "child" and a "parent" is significant and can be very problematic. One thing is certain, however, that it is always saturated with the mutual experiences of relations in the system: "parent - child". The fact is that the two parties in this system are mutually conditioned by their needs. In this way, they are the poles of a space in which the experiences of "childhood" and dealing with "parenthood" are the result of the birth of the relationship between the child and the parent (biological or adoptive, another adult).

These summaries confirm that the proposed model of constructive communication in the parental subsystem effectively supports the adaptation of the child in preschool age. The creation of closeness between the child and the parent is the result of an interaction that is an expression of compatibility, community, assistance, complicity, partnership, compliance, accompaniment, escort, and creation. These complex words carry one common meaning: if the parent maintains a continuous emotional connection with his/her child, the "parent-child" system will be positively preserved. In order to ensure the psycho-emotional growth of the child, the parent should be committed and create relationships marked by empathy, collusion, sympathy, compassion, dialogue, compliance, consent, and togetherness.

In its social purpose, the role of a "parent" implies an opportunity for adults to be mediators between the child and the society, helping the child to master the set of socio-cultural values, attitudes, norms that determine the conditions of life in a given society and survival in it. From this point of view, the general relationship between children and adults should be called a "dyad", a "psychological symbiosis", since it is a complete system that ensures the process of mutual social adaptation and integration of both sides to each other, and to the whole society. This defines the constructive communication model in the parenting subsystem as appropriate for supporting the cognitive interaction process. By itself, the ability to transform children's negative experiences into effective self-regulators of personality and social behavior multiplies the effectiveness of the proposed model for each subsequent generation, and because of this - supports the social adaptation of adolescents.

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