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Psychological characteristics of the educational activities of the modern fathers of different nationalities

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Abstract

The article is devoted to the analysis of educational activity of modern fathers of different nationalities (Russian, Ukrainian, Tatar). Relying on the concept of the system-activity approach, educational activity is considered in three aspects: motivational-need, executive, control-evaluation. The study used questionnaires, interviews, psychodiagnostic techniques, methods of statistical analysis. Differences in the nature of the realization of fatherhood of different national groups are being proved. Significant differences are revealed in the motivational and need sphere (among all the studied national groups). In the executive component of educational activity, differences between the Russian and Ukrainian, Tatar nationalities are defined and in the control-assessment component of the differences it is not revealed. On the basis of the conducted research it is established that the psychological features of the upbringing activity of modern fathers can be conditioned by national peculiarities and the motives of fatherhood. Knowledge of the specifics of the educational activity of fathers, who are representatives of various national cultures but located in Russian society, should be used to effectively organize psychological and pedagogical influence on the part of educational institutions. Most men of all the national groups we surveyed

highly appreciate their children as subjects of self-awareness, communication and activity. Thus, the psychological features of the upbringing activity of modern fathers can be due to national characteristics and the motivations of fatherhood.

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Keywords

Father's educational activity, fatherhood psychology, system-activity approach, psychology, children.

Introduction

Multinationality and, as a consequence, the diversity of educational traditions in Russia, makes the task of studying the characteristics of paternal upbringing an urgent problem of pedagogical psychology. Knowledge and understanding of the specifics of the educational activities of fathers who are representatives of various national cultures but located in Russian society will allow to determine the priorities of influence on the child and their results, and, consequently, will contribute to objective psychological and pedagogical influence on the part of educational institutions.

Numerous studies emphasize that traditionally the father and mother realize various functions in the family, exert their inherent educational effects only [Zakharova, 2014]. The father realizes the controlling and punishing component of upbringing and is responsible for the child's social development; this is his traditional, historically established and social role [Svetlakova, 2013]. Mother is responsible for emotional development of the child, his general preparation for life (V.S. Mukhina, R.V. Ovcharov, G.G. Filippov, etc.). The various educational actions of parents and their subsequent effectiveness are united by a general condition, the activity for the upbringing of the child. Activities, acting as the basis for the formation of the personality, can be aimed not only at creation but also at destruction, especially when it comes to family upbringing, where the parent is rarely guided by specific knowledge and behaves ambiguously. Developing and educating functions, educational activity begins to perform only when it becomes for the father conscious and personally significant [Shadrikov, 2013].

The basis of the methodological basis for the study of the father's educational activity was the activity approach of M.Ya. Basova, S.L. Rubinshtein, A.N. Leontief, as well as general positions of the systems approach [Druzhinin, 2012]. According to the conceptual positions of the systems approach, fatherhood is considered by us as a complex personal formation that is not reducible to the sum of its constituent parts, having a hierarchical structure in which structural components and their functions are distinguished.

According to the conceptual positions of the activity approach, the system of the father's educational activity is formed at the intersection of the variety of actions that the father makes with the most different intentions, this upbringing and education; Communication and support, monitoring and evaluation, and much more. Thus, in the study of activity in general and mental activity, in particular an adequate unit of analysis, is the action [Shadrikov, 2013]. Human behavior, its activity and cognition according to the activity concept are inherently active. Human cognition depends on the needs, goals, attitudes, emotions, values, human experience, and all this determines the selectivity and direction of the subject of activity (father).

One of the basic fundamental ideas of the theory of activity is that any organism and its environment are absolutely inseparable. Specific human interaction is always committed together with other people (in the context and with the help of people, including through cultural instruments), so all human activity is thoroughly imbued with sociality (ie, the inclusion of others in everyone's activities) [Ivannikov, 2015]. This statement is consistent with our ongoing research on fatherhood as a child-rearing activity.

The results of the study of the psychological features of the educational activity of the fathers of different national cultures

To determine the psychological characteristics of the educational activities of the fathers of various national cultures, we turned to a comprehensive analysis of this activity. The study involved 150 fathers of different nationalities - Russian, Ukrainian, Tatar (the choice of these nationalities is due to their large-scale representation in the study region). The respondents were residents of a large urban settlement (Surgut) and consisted of ethnic / national families (the age of the children of the study participants ranged from 7 to 12 years).

The method of analyzing the national peculiarities of the educational activities of the father was a questionnaire, including questions about:

- what national cultural traditions are the basis for raising children;

- What are the differences in the upbringing of the child by the father and mother;
- What methods and methods of upbringing are used;
- What difficulties are experienced in the course of the realization of his fatherhood.

Filling the questionnaire was supported by a conversation with the help of which the psychologist could assess the presentation of men about his father's role, about family education in general.

Table 1 - Indicators of the severity of national characteristics of the educational activities of the father (%)

Parameters of educational activity	Totally according to the sample	Fathers of Russian nationality	Fathers of Ukrainian nationality	Fathers of the Tatar nationality
Inclusion in the process of education	67	23	23	21
Understanding the aims of family education	29	13	7	9
Understanding the results of family education	27	11	8	8

The results of the survey showed that the involvement of men in the process of raising children is quite high (> 60%), they are consciously involved in the process of educating their children, recognize the importance of the father's contribution to the development of the child's personality, share the maternal and paternal functions of upbringing. However, not all fathers clearly understand the goal of family upbringing (<30%), most of it acts intuitively, in a whiff, which in the end can lead to unexpected results of upbringing, because if the image of the desired result (goal) is not clearly defined, then the final result (As far as it is satisfactory) to evaluate will be problematic. Also, during the questioning and interview, the characteristics of the upbringing characteristic for each national group were singled out:

- Russian fathers believe that the main members of the family are children; in the family, the mother plays the main role in the upbringing of children; responsibility for the upbringing of children rests not only on the family, but also on social institutions (children's schools, schools, etc.).
- Ukrainian fathers believe that with the upbringing of children it is important to know the native language, love of work and respect for elders.
- Tatar fathers consider adherence to customs, observance of ethnic, religious rituals, holidays as important; respectful caring attitude towards parents; close relationship.

Examining fatherhood from the perspective of system-activity approach need to be explored and

motivational-potrebnosti sphere of this aspect, for this purpose we applied the method of "Motivational-requirement sphere of fatherhood" (MPSO, J. A. Tokareva). Men of Russian nationality dominant motive for the realization of fatherhood demonstrated the motive of social approval (47%) – the desire to get a positive evaluation, need for approval, recognition of the other. A father has no objection to the active interaction with the child, restrains his aggressive behavior, behaving conformal, in accordance with the expectations of society from the behavior of the father. The dominant motif of fatherhood among Ukrainians (44%) is the motive of achievement of high results in the relationship with the child and his development. Such fathers are distinguished by the need for positive parent-child interaction, the child will get good results and achieving success in various fields. The meaning of fatherhood is seen in the creation of conditions for child development and the attainment of high results, the disclosure of its features and abilities. Among the fathers of Tatar nationality the main motive (63%) is self-realization in children, self-development, the need of the father in the achievement of high results in the field of self-development through the implementation of a role of a father. A father along with active interaction with the child shows interest in self-development, self-expression, recognition and achievement of high results in the material sphere, as the measure of safety and security.

The results of the research allow us to conclude that the father's educational activity is conditioned by national peculiarities and a certain motive for the upbringing of the child. The results described above were subjected to a mathematical treatment aimed at identifying differences in the motivational-demand sphere of fathers of different national cultures with the help of the Mann-Whitney U criterion, through which significant differences ($p < 0.05$), between all national groups of fathers and Their dominant motive of fatherhood.

The next component of the study of the father's educational activity was the executive link, expressed in the style of family education. The diagnostic tool was the PARY Method (Parental attitude research) "Measuring Parental Attitudes and Reactions" (ES Schaefer, RK Bell, adapted by T.V. Neshcheret). With the help of this method, specific features were distinguished that differentiate the sample under study. Fathers of Russian nationality often show optimal emotional contact. Fathers of Ukrainian and Tatar nationalities in most cases show excessive concentration on the child. The use of such means of upbringing can also be explained by motivations for the realization of fatherhood. For example, a father who aspires to receive a positive assessment, the need for approval, recognition by others, does not object to active interaction with the child, restrains his aggressive reactions, behaves conformably, in accordance with the expectations of the society from the behavior of the father, which is expressed in the realized style of education, Such a father will often demonstrate optimal emotional contact with the child, than excessive emotional distance or, conversely, concentration.

In line with the system-activity approach, one of the components of the analysis of educational activity is the control and evaluation link, expressed in assessing the social activity and social development of the child. The diagnostic tool of this component was the method of complex express diagnostics of social and pedagogical neglect of children and adolescents (MEDOS, RV Ovcharova). In this study, the results in all national groups were approximately the same. Most men have appreciated their children as subjects of self-awareness, communication and activity.

Conclusion

Summarizing the above, it should be noted that the analysis of educational activity is advisable to build from the point of view of the system-activity theory, since without knowledge of the structure of the activities of fathers from different national cultures, it is impossible to construct conceptual models of effective educational activity of the father.

During the research, the following peculiarities of the educational activity of the fathers of different national cultures were revealed: the motive of social approval is the dominant motive for the realization of fatherhood for Russian men; Among Ukrainians it is the motive for achieving high results in the relationship with the child and its development; Among the fathers of Tatar nationality the main motive is self-realization in children, self-development. Fathers of Russian nationality often show optimal emotional contact; the fathers of Ukrainian and Tatar nationalities in most cases show excessive concentration on the child. Most men of all the national groups we surveyed highly appreciate their children as subjects of self-awareness, communication and activity. Thus, the psychological features of the upbringing activity of modern fathers can be due to national characteristics and the motivations of fatherhood.

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Психологические особенности воспитательной деятельности современных отцов разных национальностей

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Аннотация

В данной статье автор обращается к анализу воспитательной деятельности современных отцов разных национальностей (русской, украинской, татарской). Исследование воспитательной деятельности построено на изучении трех ее звеньев: мотивационно-

потребностного, исполнительного, контрольно-оценочного. В качестве методов исследования применялись анкетирование, беседа, психодиагностические методики, методы статистического анализа. Обследование группы 150 отцов позволяет автору зафиксировать некоторые различия в характере реализации отцовства разных национальных групп. Существенные различия выявлены в мотивационно-потребностной сфере (среди всех исследуемых национальных групп). В исполнительном компоненте воспитательной деятельности определены различия между русской и украинской, татарской национальностями и в контрольно-оценочном компоненте различий не выявлено. В заключении автор высказывает суждение о том, что психологические особенности воспитательной деятельности современных отцов могут быть обусловлены национальными особенностями и мотивами отцовства.

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Ключевые слова

Воспитательная деятельность отца, психология отцовства, системно-деятельностный подход, психология, дети.

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