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**Communicative interaction of parents and children with disabilities  
as a condition for harmonious relationships in the family****Irina D. Emel'yanova**

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The article attempts to consider the features of the communicative interaction of parents and children with disabilities, which are a condition for harmonious relationships in the family. The theoretical and practical studies analyzed by the authors show the need to form communicative interaction in families where there are children with disabilities for their full development. An experimental study confirmed the dependence of the development of the communicative interaction of parents and children with disabilities, functional (style of parental relationship, features of family interaction and communication) characteristics of the family. As a result of the study, it was found that the type of family does not have a direct impact on the development of the communicative interaction of parents and children with disabilities. The lack of differences in the development of communication skills of children with disabilities is due to the influence of the functional characteristics of the family. Experimental research has also revealed that a positive emotional attitude of a mother to a child with disabilities contributes to the development of their communicative interaction, and an authoritarian attitude has an adverse effect on the development of their communicative abilities. In our opinion, it is reasonable to form communicative competence of parents, provided they master the organization of joint adult-child partnership activities that are carried out by adult family members, considering the interests of a child with disabilities, children's subculture, and creating the most optimal type of community with him.

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Communicative interaction, children with limited opportunities of health, harmonious relationship, family, disability.

**Introduction**

The important social institute of society allowing to adapt successfully in society is the family. In family the mechanisms determining further the level of psychological adaptation and quality of integration of the person in society are formed and implemented in the course of activity.

The lack of adequate family relationships leads to impaired mental development and problems of socialization of the child's personality. That is why it is necessary to pay as much attention as possible to the successful interaction of children and parents in the family.

Now the family legislation of the Russian Federation is directed to strengthening of family and forming of family relationship on the basis of love, respect and mutual aid to each of family members. The harmonious relations of the parent and child mean the consistent, partner, coordinated relationship of both parties which is shown in trust, mutual understanding, interest with each other, existence of mutual warm related feelings and a possibility of implementation of joint activity.

Successful communicative interactions of parents and children with disabilities are a necessary condition for their full socialization and integration into society, and the quality of such interactions largely depends on the type of family relationships. A number of studies reflect the description of types of family relationships (M.V. Bykov, A.Y. Varga, V.N. Druzhinin, A.V. Petrovsky, etc.); ways to control children's behavior by parents and, as a consequence, the formation of disharmonious family relationships (A.A Bodalev, N.Y. Veraksa, O.M. Dyachenko, A.E Lychko, etc.); family education for children with disabilities (L.M. Mastyukova, A.G. Moscovina, E.A. Savina, V.V. Tkacheva, etc.).

V.A. Vishnevsky, G.A. Volkova, A.I. Zakharov, M.M. Libling, I.Y. Levchenko dealt with the problems of families raising children with disabilities. Theoretical and practical studies show the need for the formation of communicative interaction in families where there are children with disabilities, for their full development.

**Main part**

To sum up, the analysis of the current situation in science shows that, until now, the problem of the communicative interaction of parents and children with disabilities as a condition for harmonious relationships in the family has not been thoroughly studied.

On the one hand, the communicative problems that parents have for upbringing children with disabilities are in many ways similar to the problems of families raising healthy children. But the specifics of communicative interaction in a family where there is a child with disabilities, due to the characteristics of the defect, which often impedes the successful communication of family members. How effectively the communication will develop in a family will create conditions for harmonious relationships that will further socialize and integrate into the society of a child with disabilities and personal development as a whole. Communicative interaction in a family raising children with disabilities depends on a variety of psychophysical developmental disorders, which will later manifest themselves in their impulsivity, self-control, emotional instability, hyperactivity, rapid nervous exhaustion, low concentration of attention, etc. [Petrovskaya, 1996].

The inferiority of the communicative process, due to frequent emotional problems, leads to the inability to establish and maintain close and long-lasting relationships with others. The rate of speech development and other mental processes with insufficient communication slows down dramatically. A reverse process is also noted: the lack of communication and speech communication tools leads to a sharp decrease in the level of communication, restriction of social contacts and distortion of interpersonal relations (I.V. Dubrovina, M.I. Lisina, A.G. Ruzskaya, E.O. Smirnova and many others.).

In our opinion, the communicative interaction of both adults and children should be the basis of communicative interaction. Two leading approaches to the study of the role of the family in the development of children's communication skills are found. Supporters of the first approach (I. Ransburg, R. Richardson, T.N. Trefilova, K. Jones, L. Adamson, and others) reveal the dependence of the ability for communicative interaction on the structural characteristics of the family: type (complete, incomplete), order of birth and the number of children. In this connection, finding a child as part of an incomplete family implies a lack of communication on the part of the missing parent. Representatives of the other approach (A. Freud, K. Horney, E. Erickson, and others) prefer the functional characteristics of the family (features of parent-child relationships, intrafamily communication and interaction), arguing that they have a decisive influence on the development of communication skills and children's interactions.

A deep study of the parent-child relationship (A. Freud, C. Horney, J. Bowley, and others) made it possible to see the causes of disharmony in the communicative interaction in the lack of parental attention, tact, and impairment in the manifestation of warmth to the child. Tough measures in the regulation of his behavior, rudeness in education - all this leads to the formation of feelings of inferiority, difficulties in establishing warm and trusting relationships with other people, social feelings. In other words, unfavorable soil is laid for communicative contacts [Kozhanova, 2011].

Representatives of the humanistic direction in psychology (A. Kombs, A. Maslou, K. Rogers, etc.) convince that quality of contacts, but not their quantity is a key factor in formation of the identity of the child, and the attitude towards him is measured not by the time spent together, and the feelings shown by the adult and attention.

The point of view of domestic psychologists (L.I. Bozhovich, I.V. Dubrovin, A.I. Zakharov, A.E. Lichko, etc.) is a positive educational effect, allowing to correct even very rough defects of development. Studies conducted by E. Maccoby, B. Spock, V.Y. Titarenko, E. Erickson, V. Schutz and others, made it possible to establish a connection between the parameters of interaction between an adult and a child and the ability to communicate with children. The authors concluded that the manifestation of parents' emotional support and warmth contributes to the activity, creativity, intellectual development of children. In psychology, it is customary to denote the parameter of adoption. This attitude of parents affects the development communicative abilities of children, and, consequently (in our case), on positivity in communicative interaction within the family raising a child with disabilities. On the contrary, the suppression of the child and even hostility to him (the authoritarian type of control) contribute to his isolation, social loneliness, self-aggression. This will make communication between the adult and the child in the family more difficult.

Analysis of parent-child interaction in the works of A.Y. Varga, A.M. Vinogradova, A.S. Spivakovskoy, L.P. Strelkovoj, G.A. Zuckerman and others allowed to determine the integrity of this process. However, within it there are different types of parent-child relationships: hyper-care, rejection, indifference, over-demand, pliability, cooperation, infantilization, symbiosis, etc. The analyzed types of parent-child relationships revealed their influence on the possibilities of communicative interaction. Of all the types of relationships, cooperation is most favorable. It is this that motivates the child's

sociability, inspires confidence in people, a manifestation of creativity, goodwill, which contributes to the development of communication skills and, consequently, the success of communicative interaction in the family.

Other researchers consider the disharmony of family relations as the main factor causing the emergence of neuroses, psychopathies, deviant behavior in children (Z.V. Baerunas, V.I. Garbuzov, A.I. Zakharov, D.N. Isaev, A.E. Lichko). Dissatisfaction with the need for love and affection, promoting the development of hysterical character traits, emotional rejection, suppression or violence in the upbringing of the child, inconsistency in the actions of parents and other negative manifestations on the part of adults lead to the appearance of deviant behavior of children. In relation to children with disabilities, in our opinion, the described actions of parents will lead to their maladjustment, and therefore to an unwillingness to enter into positive relationships. This will manifest itself in the lack of communicative interaction between all family members.

In some cases, the relationship between parents and children may be determined by the dominant activity of the latter. Such a process of interaction in the context of family influences is not unidirectional, the child is a full, active subject (L.I. Bozhovich, I.G. Chesnova, etc.). This approach, in our opinion, should have a positive impact on the development of the communicative abilities of the child and the inclusion of all family members in a positive interaction. We conducted a study in which it was proved that the development of the communicative interaction of parents and children with disabilities in the family is determined by the structural (type of family, number of children in the family) and functional (parental attitude, features of family interaction and communication) family characteristics. To achieve this goal, it was necessary to solve the following research tasks. First, to identify the structure of communicative interaction in the family and develop a diagnostic apparatus for its study. Secondly, to analyze the influence of the structural and functional characteristics of the family on its communicative capabilities. Based on the theoretical analysis of the problem, we define the communicative interaction as consisting of interconnected, stage-by-stage realized components, mental education, which reflects the totality of the communicative characteristics of the interlocutors directed at each other. A feature of the communicative interaction is the participation in the process of interlocutors before the beginning of their productive verbal contact. This, one might say, preparatory stage, consists in non-verbal communication, when switching to the interlocutor already occurs. Later, it smoothly flows into establishing contact through the distribution of roles.

The main speech form of communicative interaction is dialogue. Monologue form of speech remains on the sidelines. The speech of the interlocutors in the process of their interaction is substantially complemented by gestures. This characteristic is best suited for everyday speech, which is implemented in communicative situations. It is spontaneous, does not require advance preparation, it arises out of "everyday necessity." Here is a typical daily discussion of everyday, everyday facts, problems, etc. The interlocutors have social and mental signs aimed at the perception of the partner. All structural components of communicative abilities represent a unity, a complex, providing the regulation of communication activities and the basis of communicative interaction [Levakova, 2011].

We have developed a methodology for assessing the communicative interaction of parents and their children with disabilities, based on an analysis of the main theoretical approaches. The structure of the methodology was as follows: a diagnostic study of intrafamily relations (test "Family Picture"), assessment of aggressiveness and other types of violations of the child's behavior (House-Tree-Man method); empathy study of adoptive parents, determination of their level of reflexivity, assessment of the level of creative abilities (L.E. Wortman), test questionnaire of the parental relationship (A.Y. Varga, V.V. Stolin), Kettler's questionnaire, standardized interview for parents (V.N. Oslon

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modification), PARI method - study of parental attitudes and reactions. In the course of the pilot study, in which 20 families took part, the factors underlying the structural components of communicative interaction and the author's "Methodology for assessing the communicative interaction of parents and their children with disabilities" were identified. The following structural components of the communicative interaction of family members were identified: productivity and variability of communication, expression of positive emotions and trust in each other, observation, features of speech and voice, intellectual qualities, composure, empathic attitude, tolerance and accuracy of perception, ability to enjoy communication, communicative etiquette.

Each structural component of the communicative interaction was evaluated from 1 to 3 points, which corresponded to the following indicators: low, medium, high. This made it possible to assess the individual level of development of each structural component, as well as of all as a whole (total index). Three levels of development of communicative interaction of family members were also identified: low, medium, high.

The empirical research of influence of family on development of communicative interaction in families was conducted in several directions:

1) influence of structural characteristics of family (family type; the number of children in family) on development of communicative interaction of her members;

2) influence of functional characteristics of family on development of communicative interaction of her members (the dominating style and parameters of the parental relation, psychological climate of family, frequency and features of intra family communication).

As a result of the conducted research it was established that the type of family has no direct impact on development of communicative interaction of parents and children with limited opportunities of health. The lack of differences in development of communicative abilities of children with limited opportunities of health is caused by influence of functional characteristics of family.

Analysis of the results of the study of the influence of features of the parental attitude on the development of communicative interaction allows us to draw the following conclusions. A positive emotional attitude of a mother to a child with disabilities contributes to the development of their communicative interaction, and an authoritarian attitude has an adverse effect on the development of their communicative abilities. In the process of research, it was found that the development of communicative interaction is also favorably influenced by the style of the maternal relationship "symbiosis", and unfavorably by "infantilization" and "rejection". Thus, the lack of interpersonal distance between a mother and a child with disabilities, feeling oneself with him, a desire to meet the needs of the child - all this contributes to the communicative interaction of the mother and the child with disabilities in the family.

Accepting a child with disabilities creates a sense of security in him, creates a feeling of trust not only in his mother, but also in the world and other people. This ensures the desire for socialization in the outside world and contributes to the emergence and strengthening of social contacts, the acquisition of the right patterns of communication. Indifference on the part of parents, evasion from communicating with a child not only does not lead to intrafamily attachments, but also destroys the educational capabilities of parents, which negatively affects the development of communicative interaction. It has been experimentally proved that the style of the fatherly attitude "authoritarian hypersocialization" in families favorably influences the development of communicative interaction. Fathers' demand for discipline and obedience from children, as well as close monitoring of their achievements, consistency of educational influences in the parental attitude - all contribute to the development of communicative interaction. One of the most important indicators of communicative

interaction in the family is the psychological climate. The study found that a favorable psychological climate, emotional comfort, "inclusion" of a child with disabilities in family relationships, friendships and support between relatives have a beneficial effect on the development of communicative interaction between all family members [Vorobieva, 2004].

The study of other indicators of family relationships suggests that the perception of a child with disabilities his role in the family as dominant (high marital status) or, on the contrary, the feeling of inferiority in a family situation (low marital status) adversely affect the development of communicative interaction. The perception of their marital status as an average (adequate family situation) favorably influences the development of communicative interaction.

As a result of analyzing the impact of leisure time spent by children with disabilities with their parents on the development of their communicative interaction, it was found that the joint spending of days off, holidays and vacations, free time reading books contributes to the development of communication opportunities in the family. An unfavorable condition for the development of communicative interaction is the attitude to communicate with parents as a duty, duty, preferential spending free time outside the family.

Communication in the family contributes to the acquisition of communicative experience and the expansion of the communicative potential of the child, who plays perhaps the most important role in his subsequent development and integration in society.

Parents' interest in knowing the individual characteristics of their children with disabilities caused by impaired psychophysical development, and methodological literacy allow them to consciously develop them and engage in the work of developing their own communicative activities. In the work of parents with children with disabilities on the formation of communicative activity in a family there are great opportunities for individualization. Crucial importance in the mechanism of communicative interaction in the family has the communicative activity of children and the communicative competence of parents. This, in our opinion, is an important condition for correcting the existing shortcomings of communicative interaction in the family [Kozhanova, 2011].

Based on the definition of V.N. Bushina, parents' communicative competence, we understand as their ability to purposefully create a developing community with a child with disabilities in an emotionally comfortable space, ensuring that he becomes a subject of communicative activity. The content of the communicative competence of parents includes values expressed in the goals of upbringing, in relation to a child with disabilities, in the style of interaction with him, as well as communicative skills and abilities [Bushina, 2006].

In our opinion, it is reasonable to form communicative competence of parents, provided they master the organization of joint adult-child partnership activities that are carried out by adult family members, considering the interests of a child with disabilities, children's subculture, and creating the most optimal type of community with him. The main condition for the formation and development of key competences among parents and the prerequisites of communicative activity for children with disabilities in a family should be an atmosphere of mutual trust and respect.

Such characteristics as friendly relations between parents, the absence of conflicts between them, a favorable psychological climate, and spending free time in the family of all its members have a beneficial effect on the communicative interaction of children in the family. The impact on the communicative interaction of the family type (complete, incomplete) is primarily due not to the type itself, but to the role of the psychological climate in it be positive or negative. Hence, the functional characteristic of the family is, of course, decisive.

## Conclusion

To sum up, the functional characteristics of the family are dominant in relation to the structural in the development of the communicative interaction of parents and children with disabilities in the family.

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## Коммуникативное взаимодействие родителей и детей с особыми образовательными потребностями как условие гармоничных взаимоотношений в семье

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### Аннотация

В статье предпринята попытка рассмотреть особенности коммуникативного взаимодействия родителей и детей с особыми образовательными потребностями, являющиеся условием гармоничных взаимоотношений в семье. Проанализированные авторами теоретические и практические исследования показывают необходимость

формирования коммуникативного взаимодействия в семьях, где имеются дети с особыми образовательными потребностями, для их полноценного развития. Экспериментальное исследование подтвердило обусловленность развития коммуникативного взаимодействия родителей и детей с особыми образовательными потребностями, функциональными (стиль родительского отношения, особенности семейного взаимодействия и общения) характеристиками семьи. В результате проведенного исследования было установлено, что тип семьи не оказывает непосредственного влияния на развитие коммуникативного взаимодействия родителей и детей с особыми образовательными потребностями. Отсутствие различий в развитии коммуникативных способностей детей с особыми образовательными потребностями обусловлено влиянием функциональных характеристик семьи. Экспериментальное исследование позволило также выявить, что положительное эмоциональное отношение матери к ребенку с ограниченными возможностями здоровья способствует развитию их коммуникативного взаимодействия, а авторитарное отношение оказывает неблагоприятное влияние на развитие их коммуникативных возможностей.

#### **Для цитирования в научных исследованиях**

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#### **Ключевые слова**

Коммуникативное взаимодействие, дети с особыми образовательными потребностями, гармоничные взаимоотношения, семья, ограниченные возможности здоровья.

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