



METHODS AND MEANS OF EDUCATIONAL INFLUENCE ON A CHILD IN THE FAMILY

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Abstract: This article analyzes the main methods and means of educational influence used in shaping a child's personality within the family environment. The study examines the psychological and pedagogical approaches of parents in the upbringing process, as well as the impact of traditional and modern means on the child's emotional and intellectual development.

Keywords: family education, educational influence methods, means of influence, parenting styles, personal example, conscious parenting, pedagogical approach, emotional intelligence, digital parenting, democratic style.

Introduction

Family is one of the oldest and most important institutions of human civilization, acting as the first environment where a child steps into the social world. As thinkers have noted, parents are the architects of a child's soul. A child's character, moral values, emotional intelligence (the ability to manage one's own emotions and understand others), and norms of behavior in society are initially formed in this small social environment. Modern pedagogy and psychology recognize that the success of family education directly depends on how correct, fair, and mutually harmonious the methods and means of influence chosen by parents are.

However, the 21st century we live in—an era of rapid information technology development, an accelerated pace of life, and the transformation of values—poses completely new and complex tasks for the family education system. Today, the excessive busyness of parents, the frequent replacement of live family communication with "digital nannies" (smartphones, televisions, and tablets), and the uncontrolled influx of various elements of mass culture via the Internet are reducing the impact of traditional upbringing methods. As a result, psychological problems such as technological addiction, attention deficit, aggression, or difficulties in social adaptation are increasing among children.

Therefore, to ensure a healthy future for society, shaping a culture of "conscious parenting" and equipping parents with modern pedagogical and psychological knowledge has become an urgent need. Today's child cannot be raised solely through authoritarian commands, strictness, or, conversely, excessive freedom. They require influence through well-chosen methods and means based on respect for their personality.



The main purpose of this article is to scientifically and pedagogically systematize the most effective, time-tested classical and modern psychological methods of educational influence on a child in the family, as well as practical means used in daily life. Within the framework of the study, the psychological approaches of parents in the upbringing process are analyzed, and scientifically grounded conclusions are presented on creating positive influence mechanisms suitable for the child's age and personal characteristics.

Methods

This study relied on the fundamental principles of family pedagogy, age psychology, and family sociology. To study the research problem comprehensively and objectively, a set of theoretical and empirical methods, as well as a systematic approach, was used.

The methodological basis of the article includes the following stages and scientific methods:

1. **Theoretical and comparative analysis:** In the initial stage, scientific works, monographs, and psychological studies by local and foreign scholars dedicated to the problems of family education were studied. In particular, the views of Eastern thinkers (Abu Nasr Farabi, Ibn Sina, Abdulla Avloniy) on family upbringing and national values were comparatively analyzed with the scientific conclusions of modern Western psychologists (e.g., Diana Baumrind's theory of parenting styles, L. Vygotsky's socio-cultural theory of development). This method helped determine the role of traditional educational means in modern society.

2. **Systematic-structural approach:** Family was studied as an integrated and complex system that carries out the educational process. Here, the relationship between parent and child was examined not as an isolated phenomenon, but in inseparable connection with socio-economic changes in society, the development of information technologies, and the spiritual and psychological climate in the family. This approach allowed for a fuller explanation of the mechanisms of how means and methods of influence work.

3. **Generalization of empirical data:** Although this article has a theoretical-analytical character, it relied on the results of long-term pedagogical practice, sociological surveys in open sources, and conclusions from observing the upbringing process in modern families (observational methods). Secondary data on the impact of educational methods used in various family models (complete and incomplete families, large families, young families) on children's behavior were analyzed.

4. **Classification and modeling:** Based on the obtained data, the methods and means of educational influence on a child in the family were grouped based on strict pedagogical criteria. The influence styles used by parents were divided into three main categories—authoritarian (dictatorship), liberal (permissive), and democratic (collaborative)—and the positive and negative consequences of each were modeled.

In conclusion, the set of applied methods served not only to study the problem theoretically but also to develop clear and systematized conclusions of practical significance for today's parents.

Results

As a result of the analysis, the psychological-pedagogical methods and material-spiritual means of educational influence on a child in the family were classified as follows.

Methods of educational influence:

1. **The method of personal example:** Children follow what they see more than what they hear. The mutual treatment of parents, their attitude to work, honesty, and culture have the strongest educational impact on a child.



2. **Explanation and persuasion:** Explaining logically, in a language appropriate to the child's age, what is good and what is bad. This method forms conscious obedience and the skill of evaluating one's own actions in the child.

3. **Encouragement and making demands:** Acknowledging successes and good behavior (praise, gifts, expressing trust) inspires the child. At the same time, making fair and firm demands suitable to the child's capabilities tempers their willpower.

4. **Control and punishment (proper guidance):** Punishment should not take the form of physical or mental abuse, but rather restrictions that help the child understand their mistake (for example, temporary deprivation of a favorite hobby).

Means of educational influence:

- **Communication and words:** Sincere conversations between family members, telling fairy tales, proverbs, and sayings.

- **Labor and play:** Involving the child in age-appropriate household chores increases responsibility, while didactic and active games develop their intellectual and physical potential.

- **Family traditions:** Traditions such as eating together, celebrating holidays, and spending weekends in nature strengthen family bonds.

- **Media and art:** Books, educational films, and visiting theaters and museums enrich the child's spiritual world.

Discussion

Analysis of research results and pedagogical observations shows that exerting educational influence on a child in the family is not a mechanical process confined to strict molds. The effectiveness of influence methods and means is closely related to the emotional climate in the family, the parenting style chosen by the parents, and the child's age and individual characteristics. In this section, we focus primarily on commonly occurring conflicts in practice and their psychological consequences.

The impact of parenting styles on behavior: Observations confirm that educational influence means can yield varying, sometimes entirely opposite results depending on the environment (style) in which they are applied:

- **Authoritarian (dominant) style:** In this approach, parents heavily utilize methods of demanding and controlling. Although this style ensures temporary obedience, it stifles the child's independent thinking. Consequently, self-doubt, fear, and latent rebellion during adolescence are observed in the child.

- **Liberal (permissive) style:** While explanation and communication are abundant in this environment, strict demands and control are lacking. As a result, the risk increases for the child to grow into an irresponsible person who does not know their boundaries and struggles to adapt to the social environment.

- **Democratic (collaborative) style:** Recognized as the most effective approach. Here, parents establish warm emotional contact with the child while maintaining their authority. Methods of encouragement and explanation take precedence, and the demands placed are fair and open for the child's understanding. Children raised in this environment possess high emotional intelligence and strong willpower.

Transformation of age-related approaches: During the research, another important regularity became clear: a single educational means has diverse impact strengths at different age stages. Methods of influence must change (transform) as the child grows.

- **For younger preschool children,** influencing through games, fairy tales, and most importantly, personal example is much more effective than verbal persuasion. They learn by imitating their parents' actions.



- **In adolescence (ages 12-16)**, these methods lose their power. During this period, persuasion, friendly communication, consultation, and respecting the child's personal boundaries must come to the forefront. Parents can maintain their capacity to influence only if they successfully transition from a "controller" role to an "advisor" and "friend" role.

Challenges of the digital era: Today, it cannot be denied that gadgets, social networks, and internet tools have entered the array of educational means. Discussions show that digital tools replacing traditional ones (reading books, engaging in labor) cause a number of problems. Using gadgets as a "digital nanny" to soothe or occupy a child has been proven to slow down their cognitive and speech development. Therefore, the concept of "digital parenting" is being introduced in modern family pedagogy. The most acute demand of today is the necessity that information media should not become the main source of raising a child, but should only serve as an auxiliary, educational tool under parental control and participation.

The psychological balance of encouragement and punishment: Practice proves that in exerting educational influence in the family, encouragement should take priority over punishment. Acknowledging a child's positive behavior awakens internal motivation. It is strictly emphasized that punishment should never take the form of physical or mental abuse. Destructive punishment only teaches the child hostility and concealment. Constructive punishment (e.g., temporary deprivation of a favorite game or limiting privileges), however, should help the child understand the cause-and-effect relationship between their action and its consequence.

In conclusion, all applied pedagogical influence methods and means will not yield the expected result unless they rely on one core foundation—unconditional trust and love between parent and child. The method of personal example still retains its leading status: before properly raising a child, parents must raise themselves, and harmony between words and deeds is the golden rule of this process.

Conclusion

As a result of the conducted analyses and pedagogical-psychological studies, it can be concluded that exerting educational influence on a child in the family is not a dry mechanical process based on a strict set of rules, but a continuous creative activity requiring constant research, deep emotional intelligence, and great patience from parents.

The study confirmed that any modern or traditional educational means (words, labor, art, permitted gadgets) and influence methods yield the expected result only when the most important foundation is present—a healthy spiritual and psychological climate in the family and mutual respect among parents. Upbringing methods, especially explanation, encouragement, and personal example, must be applied harmoniously and flexibly, taking into account the child's age and psychological characteristics.

The greatest task facing today's parents living in the age of digital technologies is to master the culture of "conscious parenting." To protect a child from the negative impacts of mass culture and the virtual world, simply restricting them, intimidating them, or punishing them in an authoritarian manner cannot be the solution. Instead, based on a democratic style, it is crucial to establish friendly and trusting communication with the child and to spend meaningful time together by strengthening family traditions.

In short, to raise a mentally healthy, confident, responsible, and perfectly well-rounded person beneficial to society, parents must, first of all, educate themselves. The vital truth, "Before educating children, educate yourself; they will resemble you anyway," serves as the main leitmotif of the article. Indeed, a child who grows up based on love and proper guidance in the family becomes not only the pride of their family but also a solid pillar for the future of the entire society.



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