

Jaroslav Oberuč

PRIMARY FUNCTION OF FAMILY AT EDUCATION AND UPBRINGING OF YOUNG GENERATION

Introduction

At present we are more and more convinced that education is the main problem of the further human development.¹ Education is the strongest preventive factor against human and social failure. In the practical life it means that it is necessary to change the relationship between education and upbringing towards encouragement of upbringing.² „Because of social shocks and social changes, which Slovak society comes through at present, Slovak family reflects relatively stabile social form, moreover it influences all over social tradition and education of its members towards the values“.³

Education is a perpetual problem. Also at present the well-known truth, that if people want to exist, they must educate, is intensively confirmed. Many specialists from different areas have gradually achieved the above-mentioned conclusions during searching for the global human problem solution.

If we want to answer the question, what education is needed at present, it is necessary at first to answer such questions as for example: What is the sense of

¹ J. Oberuč, J. Rosocháč, *Teória výchovy v systéme pedagogických vied*, Michalovce: Renoma s.r.o. 2005, s. 142.

² J. Oberuč, *Dvanásť pilierov národného programu výchovy a vzdelávania v Slovenskej republike*, [in:] *Acta Academiae Modreviana. PAŃSTWO I SPOŁECZEŃSTWO W XXI WIEKU. Harmonizacja europejskiej przestrzeni współpracy w dziedzinie prawa, kultury i turystyki*, B. Bednarczyk red., Kraków 2004, s. 25.

³ V. Cabanová, *Kontext rodiny a spoločnosti v čase globalizácie, alebo potrebujeme zachovať tradičnú rodinu?* [in:] „RODINA a ŠKOLA“ marec 2006, č. 3, s. 12.

human being. How to recognize human personality. What are possibilities of human influence and development? The above-mentioned questions are not new. People had already tried to solve them in the ancient times. The new point of view is the problem in which situations people want to solve these questions.

Necessity of solving the above-mentioned questions is given by the development of present science and techniques, by huge possibilities of media, by interconnection and faster flow of information all over the world, by entreving of computers and multimedia into the lives of every person. They also inconsiderately change possibilities of education and bringing up children, but they also represent big threats of planet liquidation by war, gradual individualization of our environment, causing human psychical insecurity, illnesses, starvation, unemployment, racism and differences between poor and rich people.⁴

Some assertions put forward by public respected specialist say about mistakes or failure of traditional philosophies and approved educational theories, which represent the conclusion of their theories, philosophies and solutions for the postmodern world crises solution. For example:

- „We are educated, but bad”. (Carl Rogers)
- „We are in the 21st century with our brain, but our heart is in the Stone age” (Erich Fromm)
- „We can change our world only by education and deflect the catastrophe of human self-destruction...” (cardinal Tomko)
- „It is necessary to look for the solution of our civilization in three factors: in education, science and techniques and in the new media politics” – say the members of the Roman club King and Schneider in the book *The First Global Revolution*.

Necessity of changes in education is given by the fact that at present it is not sufficient for a person to be only clever and educated; he or she must be also a good person. Reality shows that behavior of children, youth and adults is radically changing towards a non-acceptable behavior. It is not sufficient to state, that behavior of children and youth is getting worse. It should be the challenge for parents, guardians, media and the whole society to solve this problem.

In the recent ten years we can notice the rise of violent delinquency. While in the sixties worse asocial behavior was more than a rarity, in the seventies this situation was a little bit worse. We could see it in the higher frequency of crimes. In the eighties violent crimes were breaking out. In the nineties there was a remarkable rise of the number of criminals among of children and the young more than twice, and this rise culminated in 1996, when there was more than 23 000 criminals younger than 18. The biggest group is formed by young people, who committed crimes against property.

Mainly after 1989 the growth of socio-pathological was typical for our society. The criminality has increased rapidly, huge number presents the rise of organized crimes, and also different forms of social parasitism, unemployment, homelessness and other factors, which we practically did not know. From the educational point of

⁴ M. Zelina, *Teórie výchovy alebo hľadanie dobra*, Bratislava 2004, s. 5.

view the society is alarmed at the news that not only adult criminality grows but also delinquency of children and young people.⁵

Crime rate of young criminals presents very often the characteristics of an evolutionary stadium of young person. The object of the interest or the subjects of attack are mainly things which are attractive for young people, things which are modern or attractive for fulfillment of certain life style. There are many reasons, which have caused degradation of situation in the area of young people crime rate in our country in recent years.

It is mainly the transformation of the political system and the release of totality system control of every person. Also newly opened space for business decreased some parents' interest of their children. Many organizations, that previously had fulfilled free time of youth, were transformed and many of them were liquidated. Very serious reason for fast youth and children crime growth is considered weakening of primary prevention of socio-pathological phenomenon from the side of primary educational factors and global „family crises” in the post communist countries.

As Mr Ondrejkoivič presents,⁶ from the point of the criminals age structure is mainly growing the number of criminals at the age category up to 15. In our conditions we can talk about a remarkable growth of burglary, intentional injury on health, robbery by breaking and entering, fires, explosions and on the crime related to the drugs (8,5–10,5%). The criminals, who are at the age from 15 to 18, participate mainly in murders, robberies, intentional injury of health, sexual abuse, burglaries by breaking in and entering houses, trouble making and on the crimes connected with the drugs. (approximately 17–18,5%).

We can observe the rate of youth on the crimes in all kinds of crimes – against property, violent, moral and also that which is committed concerning the drugs. The exception is the economical crime that is the domain of experienced criminals.

The youth has the highest rate on the property crimes. The way of its commitment, place, as well as the subject of interest is remarkably different and it depends on age, but also on psychical and physical condition of individual. Among children it is mainly small stealing at school but also shop-lifting, bicycle stealing and suchlike. Among teenagers it is mainly stealing caused by breaking in and entering into the cellars, flats and shops. Their aim is usually to get the property, desire for wealth but also the desire for adventure.

Violent criminal acts are displayed in different forms. It can be blackmailing, victimization, hold-up, grievous bodily harm, in extraordinary cases there were recorded murders, which were caused by children and teenagers.

In these cases the motive for committing a criminal act is interesting. Very often it is the acquisition of property or other benefit, the effort to show the power and courage before other members of the group, the degradation of weaker members of the group but also the solution of conflict and serious personal and family problems.

⁵ J. Hroncová, *Analýza vývinových tendencií a súčasného stavu delikvencie mladistvých v SR a Banskobystrickom kraji s osobitným zreteľom na rodinné prostredie*, [in:] „Pedagogická revue“, roč. 52, č. 5, 2000, s. 456-461.

⁶ P. Ondrejkoivič (et al.), *Sociálna patológia ako predmet pozornosti sociálnej práce, sociálnej pedagogiky a výchovateľstva*, Bratislava 1999, s. 73.

A special kind of crime that is very closely connected with all above mentioned crimes is a drug crime.

In 2003 2136 drug depended people were treated in Slovakia. In the age category up to 14 underwent treatment for 1,4% patients drug dependence. The biggest group of drug dependence was created by the age group from 20 to 24, which made 42,9%.⁷

The dominant drug of drug depended people in 2003 was heroin – 51,8% of the patients.

By origination of asocial to antisocial acts that lead to the conflicts with the law and result in crime there are several factors. For every individual different factors can be dominant and therefore it is important to understand evolutionary unusualness, mainly in the period of adolescence, when opinions, attitudes and many habits and general behavior are formed. At the stage of qualitative economic and also social changes it is necessary to work with the youth with behavior defects and certain criminal experiences especially sensitively and professionally.

Problems of young delinquency are the subject of study in several scientific disciplines. Potential reasons of delinquent behavior are considered internal, and external conditions of human evolution.

Internal reasons are inherent in human personality. Certain people are more disposed for criminal acts. It is certain natural or obtained inclination caused by illnesses, injuries and so on.

By considering personality features we can classify into criminal displays deformed values, false attitudes, impulsiveness, non orderliness, instability, egocentricity, lack of interests, negative relationship, worse marks and bad marks or low sense of guilt.

By the study of external causes of delinquency we have to pay the biggest attention to the family. „Family has become legitimately the basic bunk of civilized human society”.⁸ Other exogenous causes are: the influence of school, free time and the way of its spending and with free time connected the influence of the same age groups. Media play an important part.

Family environment remarkably influences all aspects of children personality from the early age up to adulthood. „Family rules are given by the boards and they present the basics of self discipline formation and authority respect”.⁹ Criminal researches prove that criminality is clorely connected with the number of children in the family. Low income per one person in the family, degree of education obtained by parents, number of children and with children connected living conditions, lower possibility of children's control from parents side and neglected; houss are strong criminality causing factors.

In family environment there characters of people, their attitudes to other people, work and society are formed. The important part in family life plays cooperation of

⁷ Správa o bezpečnostnej situácii v SR za rok 2003, Bratislava 2003.

⁸ J. Oberuč, *Nevyhnutnou podmienkou úspešnosti rodinnej výchovy je pripravenosť rodičov k tejto činnosti*, [w:] *Zagroženia spoločnej rodiny mnohoaspektovosť pomoci inštitucionálno-právnej* red. G. Makiello-Jarža, Kraków, Krakowska Szkoła Wyższa im. Andrzeja Frycza Modrzewskiego 2005, s. 24.

⁹ V. Cabanová, *Výchova k tradičným hodnotám prostredníctvom podpory rodiny školou*, [w:] *Vplyv výchovy na rozvoj osobnosti s akcentom na život v európskom spoločenstve*, Bratislava 2004, s. 143.

mother and father. Mutual relationship between parents strongly effects the psychics of the child, its attitude to the environment. Family that is formed by father, mother and children, it can not be replaced by anything else, and this is the basic requirement of successful educational effect.¹⁰

School is a remarkable social institution, that performs primary its task by education and upbringing, managing of young generation; it prepares this generation for life and work in the society. The influence of school and social environment on a child and an adolescent is mainly positive. For child development it is determined personality of a teacher¹¹ and also reactions of school on found asocial behavior of one or more children. At first a teacher is the most remarkable personality at school. Later the relationship with classmates and solidarity with them is more important.

Children start to form in the classroom their own „subculture“, which is many times typical with unusual language, attitudes and habits. In some cases these subgroups can be the beginning of asocial groups. A teacher and his or her lack of activity can cause the creation of such groups, respectively clear preferences or lack of interest between students. The Lack of teacher's interest or aggression can be in the classroom the opportunity for victimization.

Higher risk of social failure can be found among children who have bad marks, higher potential of aggressiveness, eventually they are „connected“ with potential asocial influences (play rooms, alcohol, drugs and criminal gangs). Child with asocial features of behavior disturbs normal development of educational process and becomes a destructive element in school environment. Negative reactions from teachers' side eventually the distance from classmates' side, mainly not sufficient motivation to study from family side, lead the students to absenteeism, failure at school and looking for different groups out of school, where more possibilities of self realization are to be found.¹²

Natural forms of children and youth socializing are the same age groups having remarkable influence from the point of their self-sufficiency and decreasing dependency on adults. Their influence can be positive but also negative. Among frustrated children with low support from their family it is probable that the necessity of the same age group acceptance will be much stronger than by children with good family background. The leader of the group has a big influence on these children; he is using them.

In the society, which we are living in, there is an unwritten rule that the lifestyle of richer groups is pressed on young and adult from all society groups because of media and advertisement. The journey up the social chart requires quality education, position at work, suitable group of friends and so on. Socially handicapped adult people, who do not need financial and social capital, look for other ways how to reach faster apparently the same aim and social success. This is the way how are different

¹⁰ J. Madliak (et al.), *Kriminológia*, Košice 1993, s. 38-80.

¹¹ D. Macháček, *História etiky výchovy a jej odraz v súčasných požiadavkách na osobnosť učiteľa*, Zborník z pracovného seminára ORGANIZAČNÁ KULTÚRA OZBROJENÝCH SÍL SLOVENSKEJ REPUBLIKY, Bratislava 9. septembra 2005 & Zborník z medzinárodnej vojensko-vedeckej konferencie ETIKA V PRÍPRAVE A ČINNOSTI VOJENSKÝCH PROFESIONÁLOV, Liptovský Mikuláš 7. októbra 2005, Štáb personálneho manažmentu GŠ OS SR 2005, s. 189.

¹² J. Hroncová, *Sociológia výchovy*. Žilina: IPV, 1997, s. 75-76.

criminal groups for example the gangs of gypsy pocket picking, drugs dealers and others are created.

Remarkable factor is free time of children and youth. When their free time is not organized it leads to the negative phenomenon in free time of children and youth.

In this case we must underline big influence of media, mainly television or video that has become the most watched mean of information, but also the mean of entertainment and education. According to the results of children survey at the age from 10 to 14, more than 50% of their free time they spend by watching media. Television gives children and adults borderless possibilities to study all spectrum of „criminal behavior“.

From the above found out information we can say that upbringing is more important than education. Education as the process of human knowledge and culture transformation is not a problem. The problem is upbringing, the transmission of cultural, sensitive, motivation culture and orientation on the values on the following generation.

The aim of every society should be the care of young generation and formation of conditions for its harmonic development.¹³ Considering that children do not have enough experience and they can not orientate in different activities, they need sensitive leadership. It should not be violent; offered activities should be attractive and different. The rate of influence depends on the children age and on their mental and social conditions. Valuable and constant whole life interests positively influence partnership and upbringing of children in the family.

The most important part in the prevention before delinquency plays upbringing and educational praxis in the family or at school. Family and school can avoid delinquency by preventive educational activity. In the family and mainly school education it is necessary for children to form positive relationship towards work, to lead them in value orientation and teach the youth about parenthood.

It is necessary to pay special attention to the children and youth coming from „endangered“ family environment, children living in the housing estates without civil facilities and other risk groups, which cannot be influenced by family and school.

Bibliography

- Cabanová, V., *Kontext rodiny a spoločnosti v čase globalizácie, alebo potrebujeme zachovať tradičnú rodinu?*, „Rodina a Škola“ marec 2006, č. 3, s. 12.
- Cabanová, V., *Výchova k tradičným hodnotám prostredníctvom podpory rodiny školou*, [in:] *Vplyv výchovy na rozvoj osobnosti s akcentom na život v európskom spoločenstve*, Bratislava 2004, s. 143.
- Hroncová, J., *Analýza vývinových tendencií a súčasného stavu delikvencií mladistvých v SR a Banskobystrickom kraji s osobitným zreteľom na rodinné prostredie*, „Pedagogická revue“, roč. 52, č. 5, 2000, s. 456-461.
- Hroncová, J., *Sociológia výchovy*, Žilina 1997.
- Hradliak J. (et al.), *Kriminológia*. Košice 1993, s. 38-80.
- Macháčík, D., *História etiky výchovy a jej odraz v súčasných požiadavkách na osobnosť učiteľa*, [in:] Zborník z pracovného seminára Organizačná Kultúra Ozbrojených Síl Slovenskej Republiky,

¹³J. Oberuč, J. Rosocháč, *Teória výchovy v systéme pedagogických vied*, Michalovce 2005, s. 48.

- Bratislava 9, septembra 2005 & Zborník z medzinárodnej vojensko-vedeckej konferencie *ETIKA V PRÍPRAVE A ČINNOSTI VOJĚNSKÝCH PROFESIONÁLOV*, Liptovský Mikuláš 7, októbra 2005, s. 194. Štáb personálneho manažmentu.
- Oberuč, J., *Nevyhnutnou podmienkou úspešnosti rodinnej výchovy je pripravenosť rodičov k tejto činnosti*, [in:] *Zagrozenia współczesnej rodziny. Wieloaspektowość pomocy instytucjonalno-prawnej*, red. G. Makiello-Jarza, Krakowska Szkoła Wyższa im. Andrzeja Frycza Modrzewskiego, Kraków 2005, s. 23-29.
- Oberuč, J., *Dvanásť pilierov národného programu výchovy a vzdelávania v Slovenskej Republike*, [in:] *Acta Academiae Modrevianae PAŃSTWO I SPOŁECZEŃSTWO W XXI WIEKU. Harmonizacja europejskiej przestrzeni współpracy w dziedzinie prawa, kultury i turystyki*, red. B. Bednarczyk, Krakowska Szkoła Wyższa im. Andrzeja Frycza Modrzewskiego, Kraków 2004, s. 23-31.
- Oberuč, J., Rosocháč, J., *Teória výchovy v systéme pedagogických vied*, Michalovce 2005.
- Ondrejkovič P. (et al.), *Sociálna patológia ako predmet pozornosti sociálnej práce, sociálnej pedagogiky a vychovávateľstva*, Bratislava: PF UK, 1999. Správa o bezpečnostnej situácii v SR za rok 2003, Bratislava: MV SR 2003.
- Zelina M., *Teórie výchovy alebo hľadanie dobra*. Bratislava 2004.