

IDENTIFYING WITH PARENTS FOR DETERMINATION OF PROSOCIAL AND AGGRESSIVE BEHAVIOR IN CHILDREN

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Abstract: Family and parents as a social and educational – training factor for pro-social and aggressive behavior in the child. Social - psychological climate in the family; Personal appearance of the parent. Parent as a model for aggression and non-aggression pact, a set of personal parental qualities; Pedagogical culture of parents - the child as a value and as a subject in the family, parents in the upbringing and socialization of the child's personality (parental responsibility), correctional and educational purposes in the family of children, typical educational resources in the family, creating conditions for prevention. Child digested patterns of behavior of the loved one soft hose who live with and grow from those who learn and intentionally or unintentionally gave him a role model. This role model is "recorded" and is multiplied generation after generation. Then talk about traditional folk psychology, seek the roots of one or other behavior back in time or in primary human development, namely in his childhood.

Keywords: family, identity, pro-social, aggressive behavior.

"Behavior is a mirror in whichever show your face"
Goethe

Child digested patterns of behavior of the loved ones of those who live with and grow from those who learn and intentionally or unintentionally gave him a role model. This role model is "recorded" and is multiplied generation after generation. Then talk about psychology, seek the roots of one or other behavior back in time or in primary human development, namely in his childhood.

Inevitably the family and parents are social and educational - educational factor for pro-social and aggressive behavior in the child. Of course, they are not the only, but social - psychological climate in the family contributes the most to the development of positive or negative behavior and attitudes. Personal appearance of the parent is a model, a model for interpretation and identification. It includes a set of parental personality qualities embodied the image of unprovoked aggression parent (pro-social behavior) or that exactly the opposite behavior, with reactions to parental authority demonstrates a destructive behavior.

Construction, formation, education within the family of diametrically opposed forms of behavior - a pro-social and aggressive necessitated the development of themes in the report and current research.

Interest in the topic of pro-social behavior is emerging in social psychology in the 60s and 70s by the increased desire to improve the quality of life, stimulating moral development, social responsibility, etc. To a greater extent this interest is linked to the prevention and reduction of aggressive behavior than to the study of the ancillary behavior itself.

Prosocial Behaviour Pro-social behavior, most commonly understood as assistance in response to a direct request for help (helping behavior), but also as behavior that protects and encourages external social sites. Crucial in the second approach has positive behavior in social interaction, eg. adoption partner, the feeling of responsibility for the outcome of an event, interpersonal interaction behavior of the partner and support "adjustment" to the partner.

Pro social behavior can be expressed through actions such as assistance, support, love and sharing (not only material goods but also expertise and experiences).

Pro social behavior consists of events that bear no obvious good response but benefit recipient. As determinants of pro social behavior were offered both internal and external mechanisms. The emphasis on external factors has focused on the social determinants of pro social behavior. External determinants - for example: the presence of witnesses' mood. People react less, when circumstances are uncertain when not know what surrounds them when they are not sure about the behavioral norms in a particular environment.

Based on pedagogical observation are separated 5 motivational categories related to pro social behavior:

1. Actions "handwritten" – pro social action is formed on the basis of rituals, roles or rules that mimic the game.

Example: Katia, which played a doctor, patient comfort / peer and put Nicky on his knees.

2. Actions relating to the application – pro social behavior is motivated by the application of the same age. Example: Tony wants crayons and asked Chrissy to give them up. She agrees.

3. Restoration" actions – pro social actions are formed by the action of "correcting" the aggressive actions of children. Example: Melissa took the toy Petya that starts to cry. Melissa is trying make amends by returning the toy and Petya and apologizes.

4. Egocentric actions – pro social action is driven by the personal interests of the child. Example: Danny gives Rita toy, and expects it to give him something in return.

5. Altruistic actions - they are formed by the combination of three different types of pro social actions that affect altruistic actions:

A) an unselfish action – pro social actions are shaped by the fact that the actions of children are not raised by their personal interests. Example: Emmy gives Julie Ball, without asking anything in return.

B) Actions arising from the suffering of their peers. Example: Mitko noticed that David falls from the wheel and began to cry. Mitko approaching him and comforted him stroking his head.

C) Actions resulting from the needs or desires of their peers, the need may be conspicuous or inconspicuous. Example: Jessica noticed that Danny stands sidelines and watch the game. Jessica tells him: "You want to play?"

In literature in altruism is often selected for specific important part of pro social behavior because it is motivated by un self his attitude towards other people. In the examples with children found that altruistic behavior is different from pro social behaviors that are driven by other motives. For example, altruistic behavior, together with aggression is the only category of pro-social behavior, which shows stability over time and negative associations with aggression.

In this study the identification with the parents is established by working with projective tests for children and interviews with parents.

The frequency with which children show a behavior and the frequency with which they are victims of the actions of their peers may be due to the amount of time children spend in interaction with others, as their stay, for example, in kindergartens and restaurants. Compared with children who prefer to play solitary or in the company of teachers, the children who are very sociable with their peers, are expected to show more pro-social and aggressive behavior and often have interactions in the direction of pro-social and aggressive action by the same. They enter into interactions, express emotions and behavior.

Unfortunately, the sad fact is that even in kindergartens meet aggression and victims of aggression. Says G. Voenkinova:

"The problem of victimization in this moment is very important for both Bulgaria and the other countries of the European Union due to the fact that crime occupies sow more space and with it increased victims of violence. Survivors of violence are as men, women and children by the age of those affected is different from the earliest childhood to old people. Victims of violence are everywhere, as in most large cities and in most small and remote locations. Victims are found in places imprisonment in various institutions, and even in kindergartens" (Voenkinova, 2014, p. 152).

Aggressive behavior is defined as actions that cause or intend to cause negative consequences for their peers. The negative effects are defined as physical injury, psychological distress, loss of property. Aggression can be physical, verbal or social form of expression. There are three categories of aggression:

1. Aggression-related reactions. The action is a response obviously no provocative or unclear (but not aggressive) behavior of a peer. Example: Amy wants to show something of Mirko. Teddy, who is curious, wants to look to. Emmy react and started shouting aggressively Teddy: "Do not touch!". Example: two girls do not pay attention to Coco, who wants to play with them. Coco feels angry frustrated and began throwing toys for girls.

2. Proactive instrumental aggression - aggressive action is formed by the need to reach a goal. Example: Julie wants the toy, which plays Gerry. Julie approaches and grabs the toy.

3. Proactive hostile aggression - aggressive action is caused by hostile intentions to harm the peer. Example: Cathy started hitting and pushing Bobby, for no obvious reason to justify or explain the action.

And in the behavior of children identification with parents establish with projective tests and interviews with parents. The style of parental behavior and relationships between parents as emotional, intimate - personal and universal factor is very indicative and confirmed suggestive effect on the style of parental behavior and relationships on the child.

According to the alleged existence of mutual influence between the characteristics of the behavior of children and their experiences, the effects of early experiences on later behavior are expected, as well as the effects of early behavior on later experiences. In other words, the early process of "torture" and the experience as "recipients" influence of the late pro-social and aggressive behavior, and early pro-social and aggressive behavior influence the later attempts of children as victims. Both equal and sustained expectations make specific hypotheses that prosocial behavior style should be positively associated with prosocial experiences as victims and negatively associated with the process of torture. Among prosocial behaviors subcategory of altruistic actions are expected to show the strongest and most diverse patterns of relations experiences. On the other hand, aggressive behavior makes the assumption that it shows the same negative and long-term relationships with prosocial experiences as a victim. Says V. Vasileva: "When learners are passive, the teacher can not expect to learn enough. Therefore, new trends are focused on designing learning activities that build knowledge, skills and attitudes by solving life problems, discussions and cooperation between learners" (Vassileva, p. 123).

Pro-social and aggressive motives. The experience of children to be victims (as objects of pro-social actions and aggressiveness of their peers) are examined for their simultaneous and continuous associations with pro-social and aggressive behavior. Aggressive behavior decreases the likelihood that children are victims of aggressive behavior of their peers. When examined pro-social and aggressive behavior of their peers small children, limited attention is paid to the victims of these behaviors. Made pedagogical observation sheds light on the efforts of children to be victims and how they relate to pro-social and aggressive behavior in pre-school period, and most importantly - identify with their parents, to determine such behavior.

Educational style of a child and parents' positions exercise a huge significance since child's birth. Problems, related with psychical and emotional child's development can bring serious consequences in future. Lack of harmonious family relationships have an unfavorable effect on the young person, which was showed by the children themselves. A good behavior model must be an element of daily life, an example of parents' behavior and a requirement of children. Researching place and the child's experience in the family was carried out by Projective technique: "Apperceptive test „The black leg”, „Psychodiagnosticapperceptive test SF (Luis Corman, SE test, Munchen, 1992. (Corman,c.174).

Data was received for:

- Level of child's parental relationships satisfaction;
- Child's attitude to its parents;
- Child's fears and frustration in family;
- Child's position in family.

Children's answers are entered in a table.

The tests with children were summarized and analyzed and the following groups were differed:

- Unsatisfied children by their parental relationships;
- Children with unfavorable family position;
- Satisfied but feeling jealousy of their parents children;
- Lonely and isolated children; *Table 1*
- Children having fears in family.

On the base of the researches took was fixed that one of the basic reasons for 5-7 year old children's aggression is in family and in child's position and experience in family environment.

ThePsychodiagnosticapperceptive test's analysis is summarized in following parameters, represented in Table 1:

Table 1. Summarized analysis of the result by Psychodiagnosticapperceptive test SF (Luis Corman, SE test, Munchen, 1992).

Criterion	Psychodiagnosticapperceptive test SF (Luis Corman, SE test, Munchen, 1992), test 1.
1. Level of satisfaction by mother(parents) relationship	42,5 % Dissatisfaction by the relationships with parents; 40,1 % Aggressive intentions to parents ; 10,4 % Necessity, need of love; 7, 0 % Selfish attitude to mother.
2. Attitude to parents-jealousy, love and aggression	38,2 % Jealous and aggressive attitude to parents; 36,3% Aggression, strictness, authority; 11,2 % Jealousy, created by pushed experiences; 4, 2 % Love, hope, faith.
3. Punishment fears;frustration.	46,4 %Frustration, attitude to punishments and deep fears; 41,3% Punishment fears and body injures; 9,3% Fear of danger, frustration; 3,0% Optimistic future hopes.
4. Family positions – isolation, loneliness, guilty, rivalry.	36,2 % Isolation and loneliness; 32,5 % Rivalry with the other children in family ; 12,3 % Sense of guilty; 10,1 % Deep realized and unrealized fears; 8, 9 % Positive future thoughts.

Criterion for this behavior:

Criterion 1 - Level of satisfaction by mother (parents) relationship -different result values were observed and that is why we can clearly think that the results are accurate and objective. As a whole it is rendered that children are close to their parents, they feel an explained attachment, but are unsatisfied by the relationships with them, which was proved by the close values of indexes for dissatisfaction and aggressive intentions to parents.

Criterion 2 - Attitude to parents-jealousy, love and aggression - approximately similar result values were observed. Children show jealous attitude to their parents and their relationships. About the aggression to parents, values are like those because it is taken into account not only the interpretations of children's answers but also and outside marks like: child's absence of mind, while talking about his parents, facial expressions, gestures, intonation, look, emotional status.

Criterion 3 - Punishment fears; frustration - researched children show different fears. Children are afraid of punishments, loneliness, or to be abandoned by their parents. This diversity of fears and the established high percents are due to the contradictive relationship style with their parents. To some degree children's fears are justified because the percent and the indexes reflect to the reality.

Criterion 4 - Family positions – isolation, loneliness, guilty, rivalry - the results are categorical that researched children have these feelings. It is taken into account not only the interpretation of children's answers but also outside marks like: child's absence of mind, while talking to his parents, facial expressions, gestures, intonation, look, emotional status.

Education is an eternal developing process for influence upon children and it also influences upon educators. Changing children it changes family too, makes stronger or destroys some his features, characteristics and specialties. If only there are open, positive relations, relations, based on mutual love, empathy, respect and understanding, we will assure that education will have positive, developing results.

We fully agree with A. Nakova that says "child under the influence of impacts that it has on the surrounding social environment ceases to judge everything solely from his point of view, begins to distinguish different viewpoints and to coordinate their views choked with that of the other" (Nakova, 2002, p. 62) pedagogical culture of parents on positive and negative events in the behavior of their children, their prevention, correction and dynamics must rise high. To realize the importance of the child as a value and as a subject in the family. To reinforce and involvement of parents in the upbringing and socialization of child's personality (parental responsibility), and educational objectives of the family in relation to children. To modify and dynamited typical educational resources in the family, creating conditions for prevention, correction and no born of aggression in children. Positioning and promoting prosocial behavior, as opposed to aggressive in preschool children. Observed by the child aggression turned into a stimulus for aggression and in their own behavior. The need for identification of children with their parents to be inspired by positive events and behaviors, rather than destructive. As the child will experience and benchmark for him parents are everything and when they do something in any way it believes this is only the most faithful and reference method.

Conclusion

The necessity of reducing and correcting preschool age children's aggression as an assimilated model of parents' behavior is necessary if we want the future generation to be strong, to believe in themselves, full of self-confidence, pride and a correct approach to district people.

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