

2. The Constitution of the Republic of Belarus : The law of the Republic of Belarus from 24 nov. 1996 : with amendment and additional : the text as of 17 oct. 2004 // the National register of legal acts of the Republic of Belarus – 1999 – No. 1 – 1/0.
3. On the Regulations of the House of Representatives of National assembly of Republic of Belarus : The resolution of the House of Representatives of National assembly of Republic of Belarus of 09.10.2008 No. 1033-P3/IX : with amendment of 30.06.2000 // the National register of legal acts of Republic of Belarus – 2008 – No. 248 – 4/5670.
4. The Constitution of the Russian Federation : accepted by national vote of 12.12.1993 with amendments of 30.12.2008 and of 30.12.2008 // Collection of the legislation of the Russian Federation – 2009. – No. 4. – 445.
5. The Constitutions of Foreign States [Electronic resource] / V.V. Maklakov. – 4 prod., reslave. and additional – M. : Volters Kluver, 2003 // Constitution of the Russian Federation. – Mode of access: [www.constitution.garant.ru/DOC\\_3864895.htm](http://www.constitution.garant.ru/DOC_3864895.htm). – Date of access: 15.03.2014.
6. Constitutions of the States of Europe [Electronic resource]. – M. : NORM, 2001 // Constitution of the Russian Federation. – Mode of access: [www.constitution.garant.ru/DOC\\_3864857.htm](http://www.constitution.garant.ru/DOC_3864857.htm). – Date of access: 15.03.2014.
7. Guyda, E. P. Legislative activity in Republic of Belarus: state and development / E. P. Guyda – Minsk : Right and economy, 2005. – 366 p.
8. Prokofiev, G. Problems of Classification of Forms of Participation of the President of the Russian Federation in Law-Making Process / G. Prokofiev // The Constitutional and municipal right – No. 3. – 2001. – P. 4–7.

UDC 378. 4

### **THE ROLE OF PARENT-CHILD RELATIONSHIP IN THE DEVELOPMENT OF THE PERSONALITY OF A PRESCHOOL CHILD**

**DARIA KLIUKINA, TATYANA ZHUKOVA**  
**Polotsk State University, Belarus**

*One of the major problems of modern society is the upbringing of the younger generation. Parent-child relationship is a bilateral relationship which includes the feelings of parents towards a child and those of a child to parents. Special attention is paid to the peculiarities of their behavior, perception, understanding and assessment of each other. In this paper, we consider different parenting styles and types of child-parent relationship.*

One of the major problems of modern society is the family education of the younger generation. *Family is a special social group and a cultural community, a sphere of self-actualization and socialization of a person. Family is a social microcosm reflecting the attitude of the society to labour, to domestic and foreign affairs, culture, attitude to each other and to the order in the household, to the family budget and economy, neighbours, friends, nature and animals [1].*

So scientists single out the functions of a family which concern, first of all, education and development of a child [2, p. 316]; [3, p. 177–180], but the most important function for us is the function of primary socialization or a social function: the family is the first and main social group which actively influences the formation of a child's personality and most fully corresponds to requirements of gradual familiarizing of a child with social life and stage-by-stage expansion of his outlook and experience. The social function of a family is influenced by a number of factors: social and financial background, parents' occupation and education, emotional and moral atmosphere in the family, including the outlook and values. A special role belongs to the educational activity of parents.

General views and a pedagogical position of parents also define a family's upbringing type. A parenting style is a certain image of parental behavior that manifests itself in a variety of situations, thus creating a "comprehensive" stable climate of raising a child. Many works devoted to child-parent relationship are based on D. Baumrind's theory (worked out in the 1970s) on the typology of styles of family education. She singles out three basic styles: democratic, authoritarian, and permissive (permissive).

The authoritarian style ("autocratic", "diktat", "domination") presupposes that all decisions are made by parents, they limit the autonomy of the child, does not consider it necessary to somehow justify their claims, accompanying them with strict control, severe restrictions, physical punishment. Only external control mechanism, based on a sense of guilt or fear of punishment, is formed by means of these methods. Thus, as soon as the threat of punishment from the outside disappears, the behavior can become unmanageable. With this style of family education, relationships exclude intimacy.

Democratic style- ("authoritative", "cooperation") implies that parents encourage personal responsibility and autonomy of their children according to their age features. Parents of children require intelligent behavior and try to help them, be sensitive to their needs. Children being involved in the discussion of family problems, participate in decision-making, listen to and discuss opinions and advice of their parents. Parents show firmness, care about justice and consistent observance of discipline.

Permissive style ("liberal", "indulgent") means that a child is not properly directed, almost does not know the prohibitions and restrictions on the part of his or her parents or parents themselves do not follow the instructions, which are characterized by the inability or unwillingness to lead children [4].

A.V. Petrovsky singled out the following tactics of family upbringing [5, p. 27–40]:

1. *Dictatorship* is shown as regular suppression by one member of the family (mainly adult) of the initiatives and self-respect of its other members. Parents, who prefer order and violence to all kinds of influence, face resistance of a child who responds to pressing, compulsion, threats with the help of counter-measures: hypocrisy, deceit, flashes of roughness and, sometimes, open hatred. But even if such resistance is broken, many valuable personal qualities suffer as well: among them there is independence, self-respect, initiative, self-confidence.

2. *Guardianship* in a family is a system of relations in which parents themselves meet all requirements of a child and protect him from any responsibilities, efforts and difficulties, taking them on. The aim to develop an active person fades into the background. In the centre of the upbringing process there is another problem – the satisfaction of all needs of a child and his/her protection from any difficulties. Parents, as a matter of fact, block the process of a serious preparation of their children for entering the reality outside their native home. Such children lack independence, initiative; they are separated from solving any problems and questions concerning not only them personally but also the general problems of the family.

3. *Confrontation* is characterized by misunderstanding and hostility between generations, gloating over failures and troubles of each other.

4. *Cooperation* as a family upbringing type presupposes the presence of common aims and problems of joint activity, its organization and high moral values. In this situation egoistical individualism of the child is overcome. The family where the leading type of mutual relations is cooperation, has a special nature, it becomes a group of a high level of development - a team. .

5. *Peaceful co-existence from non-interference positions* is a system of interpersonal relations in a family, based on recognition of possibility and even expediency of independent existence of adults from children. Thus it is supposed, that the two worlds, those of adults and children, can co-exist and for neither of them it is necessary to cross the border. Most often this type of passive mutual relations is based on parents' reluctance to be tutors.

Thus, we see that depending on the tactics and the type of family upbringing various personal qualities and their orientation are formed. Family education works out public norms of various types and a definite level of socialization is formed by a certain type of family upbringing.

A parent-child relationship plays a major role in shaping the personality of a preschool child play. Under the parent-child relationship we understand one of the types of human relations, which includes a system of various feelings of parents towards the child and the child in relation to parents, especially their behavior, perception, understanding and assessment of each other [3].

The parent-child relationship is a single whole of two subsystems of relations: "the attitude of the child to the parent" and "the attitude of the parent to the child."

The relationship of the child include:

- attitude towards him or herself;
- attitude to his/her parents;
- an adequacy of social behavior.

Parents' relationships include:

- attitude to themselves as parents;
- attitude to the child;
- style of family education.

Integrative index of parent-child relations are:

1. The position of the parent;
2. The type of family education;
3. The image of the parent as an educator and the image of family upbringing of the child.

We want to speak about parents relationship with children. To conduct the study we used a test questionnaire by A. Varga and V. Stolin [6]. Preschool aged children attending "Nursery-garden №10» and their parents took part in the testing. Parent-child relationships were considered at five levels: adoption, rejection, social desirability of the child's behavior, symbiosis (no distance between parent and child), authoritarian control, related to failures of the child, which allowed to compare them with the results of other diagnostic techniques.

A brief description of the following levels is provided:

Acceptance – rejection of the child. This level expresses the general emotionally positive (acceptance) or emotionally negative (rejection) attitude to the child.

Cooperation. This scale expresses the desire of adults to cooperate with the child, expressing a genuine interest and involvement in his/her affairs.

Symbiosis .The questions of this level aim to find out whether the adult seeks to unite with the child, or, on the contrary, tries to keep a psychological distance between themselves the child. This is a kind of sociability of the child and the adult.

Control. This level describes how adults control the behavior of the child, whether they are democratic or authoritarian in their attitude to the latter.

Attitude to the failures of the child. This level shows how adults treat the abilities of the child, to his strengths and weaknesses, successes and failures.

The results of the test are shown in the following table.

Table – The results of the test-questionnaire of parent-child relationship by A. Varga, V. Stolin

Children's names	Acceptance – rejection	Cooperation	Symbiosis	Authoritarian hypersocialization	"Little loser"
Kostia	16	7	5	7	4
Ksiusha K.	12	8	6	6	4
Maksim	11	7	5	7	3
Ksiusha G.	9	7	5	5	1
Lisa	11	8	7	4	3
Artiom	8	6	6	5	2
Vania	8	8	6	4	2
Uliana	8	8	5	4	2
Milisa	9	7	6	4	1
Polina	12	8	4	3	4
Lera	11	8	3	3	2
Ksiusha R..	12	6	2	2	0
Sasha	8	7	5	7	2

Thus, the majority of parents (61.3%) prefer a democratic parenting style, which is evident from the level of "cooperation" and "symbiosis", while only 31% prefer an authoritarian parenting style. Only one family opted for the permissive parenting style (7.7%), this conclusion can be drawn from low scores on "cooperation", "symbiosis" and "control". A significant part of the parents (69.3%) take their children for what they are; they trust their children and do not ascribe personal and social inadequacy to them. At the level of "little loser" three parents of all (23%) refer to their child as a "loser" while the others believe in their children. This distribution of data for different types of child-parent relationship shows the significant role they play in family education and personal development of the preschool child in general.

#### REFERENCES

1. Воронов, В. В. Педагогика школы в двух словах [Электронный ресурс] / В. В. Воронов. – Режим доступа: <http://pedagogik.mgou.ru/index.php?page=r691f2d5&directory=6>. – Дата доступа: 20.11.2015.
2. Коджаспирова, Г. М. Педагогика / Г. М. Коджаспирова. – М. : Гуманист. изд. центр: ВЛАДОС., 2003. – 352 с.
3. Жук, А. И. Основы педагогики / под общ. ред. А. И.Жук. – Минск : Аверсэв, 2003. – 349 с.
4. Ковалев, С. В. Психология современной семьи /С. В. Ковалёв. – М. : Просвещение, 1988. – 208 с.
5. Влияние атмосферы семейной жизни на процесс и результат воспитания личности [Электронный ресурс] – Режим доступа: <http://psylist.net/pedagogika/vliat.htm>. – Дата доступа: 23.10.2007.
6. Тест-опросник родительского отношения А.Я. Варга, В.В. Столин. Методика ОРО [Электронный ресурс] – Режим доступа: <http://psycabi.net/testy/646-test-oprosnik-roditelskogo-otnosheniya-a-ya-varga-v-v-stolin-metodika-oro>. – Дата доступа 30.12.2015.

UC 347.772 + 34.037 + 004.738.5

#### DAMAGE RECOVERY AND COMPENSATION AS METHODS OF JUDICIAL PROTECTION OF INDUSTRIAL PROPERTY ON THE INTERNET

**VYALETA KAZLOUSKAYA, ULADZIMIR MAROZ**  
Polotsk State University, Belarus

*The paper investigates the possibility of applying such methods as damage recovery and compensation for judicial protection of industrial property right on the Internet. It is explained why damage recovery is ineffective to protect these rights. It is proposed to complement the legislation by such a new method of protection as compensation.*