

ROLE OF FATHER'S EDUCATIONAL LEVEL IN FORMATION OF HIGHER MENTAL FUNCTIONS OF PRESCHOOL CHILDREN AND YOUNGER SCHOOLCHILDREN

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The problem of the influence of the family on the education of children is actively explored in psychology, economics and social sciences.

The traditional point of view tends to give more weight to the father's socioeconomic status, including education (J. Behrman, M. Rosenzweig, 2002) [4]. According to N. J. Cabrera, J. D. Shannon, C. Tamis-LeMonda (2007) the level of education of fathers, along with their incomes, is the main predictor of father's positive involvement in the upbringing of children [5]. They are more motivated to parenthood and are more aware of the needs of the child. Influence of the father affects cognitive functions, language, social and emotional development of the child.

In our study we used methods of neuropsychological examination, created by A.R. Luria (2000) of authors under the guidance of T.V. Akhutina and co-authors (2012) [1]. In the process of processing, quantitative characteristics of the performance of separate neuropsychological tests (about 150 indices) were considered, and indices were calculated, which are relative totals, combining mainly single-factor parameters for performing various tasks. This method is based on an enlarged approach to the analysis of the HMF and allows to obtain generalized indicators of the functional state of the III and II blocks, taking into account the interhemispheric asymmetry of the brain, as well as the functions of programming and controlling arbitrary forms of activity, serial organization of movements, kinaesthesia, visual, visual-spatial and auditory information. Statistical data processing was performed using descriptive statistics, ANOVA one-factor analysis and a posteriori criteria based on the IBM SPSS Statistics 20 software package.

A total neuropsychological examination of 515 children was performed. Among them, 69.5% were junior schoolchildren, 30.5% - preschool children. The average age of children is 7 years and 3 months. The ratio of boys and girls corresponds to 46.4% and 53.6%. All children lived in a full family, where they were single or had one, more rarely two siblings. Analysis of the stratification of the educational status of fathers showed that most of them (53.0%) had secondary vocational education, 32.5% of fathers received higher education and 14.5% - only basic general.

In general, the better the fathers are educated, the higher the indices of their children. However, the statistically confirmed effect of the factor of paternal formation was revealed only for the values of the indices of left hemispheric functions ($F = 5.83$, $p = 0.003$). The pair comparison shows that both groups of children with less educated fathers differ from the group of peers who have fathers with higher education ($p = 0.005$, $p = 0.010$).

An analysis of the values of the indices of separate functions indicates that the education of the father is important for the development of children's voluntariness ($F = 5.25$, $p = 0.005$). Children of highly educated fathers in this indicator exceed their peers who have both fathers with secondary vocational education ($p = 0.010$) and with basic general ($p = 0.008$). Taking into account the parameters included in this index, it can be seen that the father's education affects the speech programming.

Father's educational status is also important for the formation of verbal-auditory functions ($F = 7.18$, $p = 0.001$). Here, differences were found not only between extreme groups ($p = 0.000$), but also between groups of children with fathers with higher and secondary vocational education ($p = 0.028$). Children of educated fathers are characterized by a higher volume of short-term and long-term auditory memory, they also have higher stability of traces of this modality to interference. They less often distort and miss words, but repeat word within one reproduction more often than others.

Father's education was important for the formation of kinesthetic functions ($F = 4.94$, $p = 0.008$). And here the nature of the influence is reversed: the worse the father is educated, the better formed the praxis of the child's finger poses.

The obtained data confirm that the educational status of the father influences the formation of the higher mental functions of children, although it is much weaker than from the educational level of the mother (T.A. Fotekova, 2015) [3].

The effect of father's education is clearly recorded for left-hemispheric functions. According to R. Nisbet (2013) [2], the children of intellectual parents hear about 2,000 words per day, and the children of people with low qualifications - around 1300. In addition, a negative relationship is found between the level of education of the father and the kinesthetic praxis of preschool children and junior schoolchildren.

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