



IJS

International Journal of Sciences

Published online 10 31, 2023

ISSN 2763-5392



The role of the family in child development

Carlos Alberto da Silva^{1*}; Kananda Thalyta do Nascimento Silva²; Adelma Anita da Silva³; Joselia Silva da Costa⁴; Vanessa Gabrielly Leite Alves⁵; Ranykelle Eduarda da Silva⁶; Maria Vitória Mendonça de Santana⁷; Michelle José Monteiro⁸; Daniela Tainá Paulino da Silva⁹; Esther Dandara¹⁰; Karla Mariany Santos da Silva¹¹; Maérville Eduarda Silva de Souza¹²; Pierre Teodosio Felix¹³

1 -12 Psychology Student at University Center of Vitoria de Santo Antão - UNIVISA

13 Professor Psychology course at University Center of Vitoria de Santo Antão - UNIVISA

E-mail adresse: Carlos Alberto da Silva (carlos.202314123@univisa.edu.br)

***Corresponding author**

To cite this article:

Silva, C.A.; Silva, K.T.N.; Silva, A.A.; Costa, J.S.; Alves, V.G.L.; Silva, R.E.; Santana, M.V.M.; Monteiro, M.J.; Silva, D.T.P.; Dandara, E.; Silva, K.M.S.; Souza, M.E.S.; Felix, P.T. *The role of the family in child development*. *International Journal of Sciences*. Vol. 6, No. 1, 2023, pp.21-23. ISSN 2763-5392, DOI 10.29327/229003.6.1-5

Received: 10 28, 2023; **Accepted:** 10 29, 2023; **Published:** 10 31, 2023

Abstract: The family constitutes the child's first universe of social relationships, and can provide them with an environment for growth and development. Therefore, it is extremely important for children in the first years of life to have a consolidated and well-structured foundation so that they grow up healthy and without any psychological disorders, as this foundation will contribute to the formation of their personality and the construction of their relationships. future parents and guardians have active roles in their children's emotions. In this article, we sought to understand the place of the family in the child's development and the reason for the existence of psychological disorders at this stage, as well as the level of awareness of parents in validating their children's feelings. To prepare this work, searches were carried out for scientific articles in databases such as Scielo. As a result, the importance of strengthening affective and emotional bonds became evident, especially with the effective and constant presence of the family and that the majority of psychological disorders are generated in unhealthy homes, or in those homes where validation of emotions is not taught. It is then concluded that when they repress their emotions, some types of disorders such as depression, anxiety and OCD (obsessive compulsive disorder) are generated and that having a healthy and functional home seems to be the most practical path to the child's full development.

Keywords: Family. Child. Development. Emotions.

1. Introduction

The family plays a huge role in a child's life, being their first base and influence. The environment where she lives is important for the construction of her conduct. (RIBEIRO and BÉSSIA, 2015). There are many variables that affect the child's development, socio-economic and environmental issues and lack of family structure are factors that do not contribute to the child's development. In this sense, the child at birth appropriates the reality that surrounds him. This appropriation happens through mediation carried out by adults and instruments. This is how children end up getting to know the world in which they are inserted. The quality of care

offered to children in early childhood influences the development of self-esteem and resilience factors, being essential in the continuity, formation of relationships and self-protection in family life. Children often cannot develop emotions easily because they often don't have words to describe how they are feeling. So, in the emotional development of children, positive emotions, such as happiness, need to be encouraged through praise, while negative emotions such as anger and anxiety need to be treated with care and in a positive way, hugs, calm, distraction and patience (MOITOSO and CASAGRANDE, 2017).

In this step, we hope to collaborate with the production of knowledge about the importance of the family in child development and also highlight the relevance of the family in

the development of children's learning, by valuing the quality of emotional bonds,

However, it is known that the concept of family is something that is also in constant construction and reconstruction. Therefore, it is important to highlight here that the understanding of family is changeable. The choice of this theme was based precisely on understanding and seeking to understand the place of the family in the child's development. Another factor considered so important is knowing the consequences that aggressive behavior within the family has on the development of families and future generations.

Parente and Silvério in 2019, warn of the fact that, when identifying problems in children, they depend on the network of social relationships and sociocultural contexts.

Guided by this discussion, this article was prepared as a means of carrying out an analysis of the family's place in the child's development.

With this, the study proposes to contribute to society, reflecting on possible ways and strategies to promote and strengthen the family context, with the aim of reinforcing and valuing the quality of life and physical and psychological well-being of the child within their family, through the concepts of developmental, social and family psychology.

2. Methodology

The methodology of this article was based on scientific articles that contribute to the understanding of the topic with the objective of achieving through research, and how to build an appropriate environment for child development. Scientific research encompasses studies on the family's influence on a child's progress.

Using these sources, we sought to understand how domestic dynamics and experiences. In the analysis, health unit professionals were interviewed to understand how children's problems begin. It was discovered that problems are identified by adults based on behavior such as agitation and aggression.

At this stage, children were referred to specialized professionals and health institutions. The people interviewed reported on the influence of family issues and highlighted the need for interdisciplinary approaches, and looking for strategies to strengthen the family context. This research aims to expand knowledge about the role of the family in child development, strengthening children's mental health to better address social vulnerability.

3. Results and Discussion

The relevance of the discussion regarding the importance of the family in the entire process of child development brings discursive tools to pay attention to this reality. When asked about the role played by the family, the conception of the interviewed mothers reveals that such functions are restricted to the affective. In other words, offer affection, support, participate in school meetings and talk to your children. Mainly with the aim of making them motivated

and happy. (BIASOLI-ALVES, 2002; BIRMAN, 2007).

Vygotsky in 1994, states that whenever the child is stimulated towards learning, their development is also enhanced. Therefore, all efforts from both actors are important for the development of learning. Whenever learning expands, development also expands. From this position, it also brings to the surface the importance of family support even in the child's development.

Affective bonds ensure social psychological support between family members, helping to cope with everyday difficulties (OLIVEIRA and BASTOS, 2000). And the patterns of family relationships are intrinsically related to a support network that can be activated at critical moments, fostering the feeling of belonging, the search for solutions and shared activities.

Faced with the problems and challenges faced by the family, and without a social support network that promotes overcoming stress, resolving conflicts and establishing healthy family dynamics, families can develop dysfunctional relationship patterns, such as: abuse to children and intra-family violence.

The family, present in all societies, is one of the individual's first socialization environments, acting as the main mediator of cultural standards, models and influences (AMAZONAS *et al.*, 2003). It is also considered the first social institution, which, together with others, seeks to ensure the continuity and well-being of its members and the community, including the protection and well-being of children. The family is seen as a social system responsible for transmitting values, beliefs, ideas and meanings that are present in societies (KREPPER, 1992). It therefore has a significant pact and a strong influence on the behavior of individuals, especially children, who learn different ways of existing, of seeing the world and building their social relationships.

As a result, the importance of strengthening affective and emotional bonds became evident, especially with the effective and constant presence of the family; and that most psychological disorders are generated in healthy homes, or in those homes, where validation of emotions is not taught.

4. Conclusion

It is clear how the family environment significantly influences the formation and growth of younger individuals. From birth, the family plays a fundamental role in providing love, emotional support and security to the child. A healthy and stable family environment is fundamental to a child's emotional and social development. Strengthened family bonds and the presence of attentive caregivers help children develop a sense of security and trust in themselves and the world around them. When parents or other family members are present and involved in a child's life, they feel loved and valued, which contributes to their self-esteem and emotional well-being.

It is noted that the influence of the family is as or more decisive in the education and training of the individual than

the educational institution itself, the State needs to develop family involvement in academic life, such as campaigns, schools must rely on offering free lectures awareness, and with the media regarding their dissemination. As for extreme cases in which parents actually refuse to participate, the State must ensure that children have access to psychologists who can help them understand that they are not conditioned by the environment in which they were born. In schools, there should also be integration groups for children so that they feel part of a larger group and can help each other. It is understood, therefore, that the family must mainly assume the responsibility of always remaining together in the development of their children, transmitting values and teachings in everyday life, through daily dialogue, with the purpose of forming better citizens. Therefore, it is inferred that the presence of the family is essential for the progress of society and that measures must be adopted for its consolidation. In the civil sphere, social institutions must promote debates and conferences on the effects of family absence on school results with the aim of generating participation.

Monitoring the child's educational process, by those responsible, at school is also extremely important for academic and social progress. This comes from teachers, making it possible for those responsible to be aware of the child's intellectual and social development, being able to identify any cognitive problems and thus resolve them quickly.

Finally, the family plays an essential role in the child's emotional support and resilience. When facing challenges, children can find comfort and security in the presence of parents and family, who help them deal with adversity and develop healthy coping skills. The emotional support provided by the family has a lasting positive impact on a child's mental and emotional well-being throughout their life.

References

- [1] AMAZONAS, MCLA; DAMASCENO, PR; TERTO, LMS; & SILVA, RR (2003). Family arrangements of children from popular classes. *Psychology in Study*, 8(special), 11-20. Available at: <https://doi.org/10.1590/S1413-73722003000300003>
- [2] BIASOLI-ALVES, ZMM (2002). The issue of discipline in the practice of child education, in Brazil, throughout the 20th century.
- [3] BIRMAN, J. (2007, June) Ties and denouements in contemporary times *Jornal da Psic Análise*, São Paulo, 40 (42), 47 - 62.
- [4] KREPPNER, K. (1992). Developing in a developing context: Rethinking the family's role for children's development. In L. T. Winegar & J. Valsiner (Eds.), *Children's development within social context* (pp. 161-179). Hillsdale : Lawrence Elbaum Associates.
- [5] MOITOSO, GS; CASAGRANDE, CA The genesis and development of empathy: implicated formative factors. *Education in Writing*, [S. l.], v. 8, no. 2, p. 209–224, 2017. DOI: 10.15448/2179-8435.2017.2.28515. Available at: <https://revistaseletronicas.pucrs.br/ojs/index.php/porEscrito/article/view/28515>. Accessed on: October 14, 2023.
- [6] OLIVEIRA, MLS, & BASTOS, ACS (2000). Health care practices in the family context: Acomparative case study. *Psychology: Reflection and Criticism*, 13(1), 97-07.
- [7] KIN, AVAD; SILVERIO, CS Indication of medications in the treatment of children with ADHD. *Brazilian Journal of Health Review*, v. 2 , n. 4, p. 3749-3761, 2019.
- [8] RIBEIRO, NV; BÉSSIA, JF de. Family contributions to child development in early childhood education. *Annals of the Scientific Initiation Day - Faculdades Integradas de Aracruz*, 2015. Available at: https://uniesp.edu.br/sites/_biblioteca/revistas/20200522115524.pdf. Accessed on: March 31, 2020.
- [9] VYGOTSKY, LS The social formation of the mind. São Paulo: Martins Fontes, 1994.