

Upbringing Problems in Society

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Abstract

Any member of a society, who is looking into future, wants to be happy and safe. The new generation is the one that will be able to make the world lighter and more ethical. The time of childhood includes in itself the need to shape an autonomous moral, so the personality would be able to take responsibility for their further life and behaviour. When living in a society, a child is exposed to the developments in the society. It is also influenced by the social environment, which itself is exposed to profound changes. Upbringing is a purposeful process of internal and external conditions of life activity affected the process by which children develop and implement personally important attitudes towards themselves, other people, nature, culture, work, society and the state, acquiring the necessary competence for independent work. The theoretical and practical knowledge heritage is rich, but the rapid political and economic changes in Latvia significantly in recent years has been influenced by social and pedagogical processes, at the same time undermining the qualitative aspects of upbringing and every individual of the society - children and adults - development and training opportunities, individual aspects of the process of self-education, creating social interaction process complicated problem being solved, internal contradictions, conflicts and clashes, conflicts, reducing the growth of personality and motivation to improve.

The above factors encourage research to address upbringing issues in a diverse social context within the laws of actualizing personal development, education and self-education process analysis, emphasizing the complexity of this process, inconsistency of the conflicting nature of the development of educational and correctional alternatives and strategies for pedagogy to address changing in the society.

Keywords: Upbringing, children, family, social problems, society

Introduction

The 21st century has come into the public and social life with cardinal changes. The existing values in the society are being assessed, encouraging people to find out what is valuable and significant and what is insignificant and irrelevant. Also the significance and value of the family is being reassessed. Families, children and youth suffer most of all from any changes in society. The rapid increase of high social risk families, children who do not attend school and the amount of intoxicant drug users are like the negative outcome of the changes in the country. One can notice the improvement of the social-economic situation in the society, but the number of inhabitants, who need support in order to deal with the problems, does not decrease. Unfortunately, we have to admit that the work with high risk families is quite often unproductive because the government does not have a common family protection programme, a sustained social protection for the families with children.

More and more often it is possible for a family to end up into a risk situation when losing a job or income and not being able to repay the thoughtlessly taken bank loans, thus losing also the house and not being able to buy some food, nor to provide oneself and children with the health care and education, thus not being able to integrate and function into the society without being able to put into effect own basic needs.

Methodology of Research

The aim of the research: to assess the factors affecting the upbringing process in the society.

Based on the upbringing process improvement and its importance for children is carried out interviews with experts in the field of children's rights in order to find childcare outside family model optimization. During the research, are identified problems that hinder the changes in childcare outside the family. In the interview includes a variety of target groups: teachers, social workers, children's rights of inspection staff, representatives of foster families, physicians.

Problem of Research

An important task has been set: help the children who are growing up in social risk families. The best way to help the children is to help their parents. The help is needed to the whole family in social risk families because the whole family is affected by multi-problems, e.g. unemployment, alcoholism, violence towards the partner and children, insufficient upbringing and its negative consequences. The above mentioned does not mean that only the high social risk families have got social problems. Any family with children frequently encounters various tasks set in life and new

roles, and not always the family is able to cope with them on its own, they need support.

The topicality of the topic is emphasised by the fact that in the big amount of the social risk families there are children who are under-age. These families are not able to cope with the children's upbringing and care either due to objective or subjective reasons. Respondents note that often felt sadness and lack of interest anything do, felt nervousness and difficulty sleeping, tension. Comparing different gender audiences the results obtained, it should be noted that girls more often than boys have found that faced with mood swings and unsteadiness, which took the form of emotion is discharged or even aggression. Respondents acknowledged that they often can easily irritate or excite the mood changes often manifested disputes. The boys confessed that they have often been irritable and often arguing with someone.

The collection of statistics "Children in Latvia" (2016) provides information on children births and deaths, age composition, health status, education, social protection, use of information technologies, violence against children, and statistics on number of children in conflict with law. A large proportion of young people in certain situations are willing to violate societal norms or to support it, which shows youth initiative, individualism and independent thinking, but on the other hand, it also increases the addictive substances first tried likelihood because societal norms are not sufficiently strong barrier that could of discouraging. This publication contains data of children and they social deviance (see Table 1, Table 2).

Table 1 Mental and behavioral disorders of children and adolescents resulting from use of psychoactive substances

Disorders	Total number of new cases	By age group		Number of children and adolescents received medical treatment during the year	By age group	
		0-14	15-17		0-14	15-17
Alcohol psychoses	-	-	-	-	-	-
Alcohol addiction (excluding alcohol psychoses)	4	-	4	12	-	12
Psychoactive substance dependence (excluding alcohol)	6		6	33	5	28
Acute alcoholic intoxication or negative consequential results	87	24	63	155	44	111
Intoxication with psychoactive substances and negative consequential results	50	17	33	162	54	108

Young people indicate that alcoholic beverages most commonly used at home: either to another (often or sometimes alcohol is used in 29% of young people), or in their homes (often or sometimes alcohol is used in 19% of respondents). Least likely alcohol is used in formal and non-formal education institutions and at events organized by them.

Table 2 Number of children and adolescents who have received medical treatment during the year by primary used substance

Medical treatment	Total	By age group	
		0-14	15-17
Opioids	1	-	1
Cocaine (total)	-	-	-
Stimulants (total)	12	1	11
Sedatives and hypnotics	1	-	1
Hallucinogens	1	1	-
Inhalants	17	15	2
Cannabis	139	28	111
Other substances	3	2	1

When evaluating the hazards, the majority of young people surveyed generally agree that the use Cannabis is dangerous even once (69%). However, it draws attention to it, that slightly more than a quarter of young people (27%) do not agree that the use of marijuana even once would dangerous - such thinking 9-10th grade students in comparison with 2012, research has increased by 12 percentage points (2012 - 15%). Getting acquainted with youth satisfaction with themselves and their lives, exposure to stressful situations, violence and social deviation, as well as notions of moral and behavioral norms, all these factors mutual combinations can act as motivators of trying to us addictive substances.

Adolescents grow older, gradually reduce the impact of family and young people the most important referent groups getting their peers. Peer values, behaviors and lifestyle is very important, because young people felt the need to be accepted among their peers (not to be ridiculed or excluded). They are influenced by their friends and peer behavior, including the tendency to deviant behavior or the use of addictive substances.

Table 3 Severe material deprivation rate for children and adolescents (aged 0–17) by educational attainment level of their parents (per cent)

	2013	2014	2015
All children and adolescents	25.4	19.9	17.0
Of which those parents highest attained educational level is...			
basic education or lower	52.2	49.9	44.1
secondary education	27.8	23.1	22.9
higher education	12.3	7.9	5.0

The problems in families are confirmed, that for many parents' level of education is very low (see Table 3). The child's development and upbringing is not guaranteed sufficiently. The main motivator for parents to educate them-self is their own children - the desire to understand each other and cooperate with them, as well as the need to establish a positive relationship with the children's education. Parents is a special audience, the most successful is to learn from each other experience.

A question is raised: why are some families able to survive in even economically hard conditions with the means which they have without giving in, staying together, supporting each other, without suffering from alcoholism, but some families are not able? These two types of families have something distinctive. The answer is given to the question: the main distinction can be found on the development level of the social functioning abilities:

- in the families where the adults have acquired the social basic skills, social functioning abilities more successfully and have got the self-assessment, they, first of all, have more knowledge how to survive in a crucial situation, how to solve the inter-personal conflicts and save their family, they also have established a positive motivation of achievements during the course of life;
- the other family group lacks this knowledge, skills and knacks, which is the reason why they become the social risk families.

Most often the offered social help is ineffective because it tries to solve only the material problems at that very moment, not the original cause. Thus one can make a conclusion: the families which have not developed the social functioning abilities and skills well enough, lack motivation to develop them purposefully. Through information supply, support and education it is possible to help, so the families could take care of themselves on their own.

The aim of the research: to assess the factors affecting the upbringing process in the society.

Results of Research

Human race has overcome different obstacles and experienced lots of milestones in its course of development. They have been passed on from one generation to another, and every family has considered it as its duty to maintain and pass on the family traditions to others. Just the family has been the treasurer of the values in all times. That is why it is a very logical need to turn first of all to the family as the microenvironment in which a human being is born, grows up, develops and gains experience.

While becoming a social being, since their birth the individual starts to:

- be aware of their status and learn the social roles which comply with it,
- be aware of their place in the social system and learn the socially significant types of action which comply with the place,
- acquire the conventional symbolism in the society,
- internalize the society's values,
- shape their own knowledge of the collated cognitions in the society .

The various forces, factors and conditions that take part in the individual's socializing process, such as individuals, groups, the acquired society's culture, as well as the individuals themselves, can be called as their socialisers. The main socialisers in childhood are: family, school, friends, society, etc. The individuals' socializing guarantees the succession of the society's life. Each new generation acquires the previous society's culture, finds the already established system of social relationships, norms and values. Every human being in their life time repeats the life model which they have acquired while growing up in the family. Therefore the family's microenvironment and its order are especially significant.

One should regard family as both the entirety of family members and a special social formation. It is important to look at a family as a set of relationships which exist among the family members. Family is a system which is connected with the external environment- socium, with its peculiarities in the context of particular time. Family is a small socially psychological group whose members are connected with kinship or marriage bonds, common household and moral responsibility. In the particular people's lives family has several alternatives. For some family is a strong base, the source of happiness, joy and common efforts, but for some family is like a battlefield where all family members fight for their personal interests, injuring each other with a thoughtless word or behaviour. Just family is the microenvironment for the child's development. The personality formation, maturation, self-assurance type first of all happen in family, and only after that school and society start to act simultaneously. The individual acquires humanity and finds their place in society through socializing. Family is a very significant factor for the child; it gives the child the sense of stability already since the birth. Family gives the child the most important thing- the parents' love which, unfortunately, cannot be replaced with anything else.

Self-awareness formation is the central part of socializing. Self-awareness or own awareness has not been given biologically to the individual; it is formed socially- in communication and correlation with others. The individual's identity and the fact to which human category the individual is aware of belonging to, depends on the individual's social status and social roles. The individual's self-awareness is based on their practical

correlation with other people. The individual acquires the society's demands through correlation with other people, and their behaviour is formed in compliance with them.

A person's life is a continuous adaptation to conditions, acquisition of new roles and involvement into new relationships. Socializing lasts the whole life, even though it does not always happen in a harmonious and continuous way when all the time one and the same system of values and norms is being developed, and the individual picks up only new social roles. Lots of social roles ask for the resocializing – acquisition of essentially different, sometimes even completely opposite sets of norms and values to the former ones. Resocializing is when a person, who has reached a certain age, refuses from the previous behavioural and action models and internalises sometimes even opposite sets of norms and values. So resocialization means a simplified personality's repeated socializing. The task of resocialization is a positive way of social skills renewal which lasts for the rest of life. It is especially important to start resocializing as soon as possible.

Children's welfare is a common responsibility of the government and each society member. In Latvia there are lots of children who are forced to grow up in children's homes. However, the one, who has grown up in this establishment, is not able to form their life fully and integrate into society. Childhood is the beginning of the human being's life. We associate happy childhood with loving parents, family care, sense of security and home, but lots of children in Latvia are denied and deprived of it. It is only the family which can create the conditions in which the child can develop and socialize fully.

The situation when in Latvian so many children live in children's homes is not legitimate, for the children, who are left without the biological parents' care, have to get into a family-oriented environment as soon as possible, and not to spend a long time in the institutions. Children's possibility to grow up in a family-oriented environment is stated both in Latvia legal regulations and international children's rights regulations. In order to implement the children's rights to grow up in a family-oriented environment in Latvia, it is necessary to start deinstitutionalization of children's foster family care institutions. Deinstitutionalization will affect most directly the children's institutional foster family care model in Latvia, but it will also assess and change the family-oriented care forms. In spite of the long existence and separate progressive features of the previous care model in the work of the institutions, the children's foster biological family care system has to be changed in order to decrease the psychoemotional traumatism in children and youth and possible consequences in a long-term created by the institutions.

Immediate elimination of children's care homes is not possible, whereas the vision – Latvia free from orphanages- has to exist. A favourable movement of issues cannot happen on its own. It is necessary to demonstrate a wide, comprehensive cross-sectoral vision and understanding of governmental social-political affairs essence about the children's rights scope in general. The government has to define very clearly the social policy priorities regarding children and family, so that the set of preventive activities would eliminate and decrease the number of children whose parents have been terminated the care or custody rights. Children have to grow up in a family-orientated environment, and this norm, understood by majority of people, has to be embodied into the governmental action model, for the existing laws have already determined it.

In order to eliminate disfunctioning of social systems or its separate segments, it is necessary to eliminate the contradictions and insufficiencies introducing new elements into the system. An organized and practically implemented deinstitutionalization - definite steps to reach the progress, would guarantee the social dynamics in children foster family care in Latvia. However, the most essential thing in the process of changes behind the procedures and activities is not to forget about the child.

Children, who have been harmed due to the carelessness of public institutions or non-qualified actions, have to be legally protected. Municipalities and governmental institutions, after having realized the problems in a family, should do everything possible in order to help the family to deal with them, proving consultations, informing them, helping them to arrange things and also proving them material help. Child protection's institutions have to do everything to help the children leaving them in their own families, because own family is the best for a child, even if not everything is order in the family.

Deinstitutionalization will influence the model of children's institutional foster family care in Latvia most directly, but it will also assess and change the family-orientated care forms. Children have needs and rights to an appropriate alternative care in a family-orientated environment. If children have grown up or have lived for a certain time in foster family care institutions, their biggest problem is the adaptation to the conditions after leaving the institution (typical characteristics of all children's age groups). In a family-orientated environment children get prepared for independent life better. Therefore the institutions of alternative care forms should be consistently promoted, when a child is given an opportunity to grow up in a family with foster parents or guardian, or SOS children's villages, but also the family-orientated care forms have to change in a qualitative and quantitative way in the deinstitutionalization process.

Not always in the family there rules the ideal of the society, but traditional ideas. Progressive upbringing in a family is possible only then if the parents themselves are suitable for the society and if they understand that the children have to be brought up for the society.

It is urgent to improve the foster family care system in order to promote the children's placement (especially up to the three-year-old ones) in a family-orientated care as soon as possible. There are vacancies in the foster families, but the children are placed in the institutions. The movement of foster families is developed in Latvia, guardians and foster families can guarantee a family-oriented care. However, there are also risks in these types of care which have to be taken into account when choosing a family-orientated environment as an alternative to the institutions.

Discussion

A human being is born like a biological creature. A human being becomes a social individual, personality and individuality through the acquisition of social experience, communicating with other people, getting involved in social relationships, functioning in social processes. The process of human being's social nature, social behavioural programme and personality development is called socialization.

A. Radugin and K. Radugin (1994) recon that socialization is a process in which the individual acquires behavioural models, social norms and values which are necessary for their successful functioning in the existing society. Socialization includes all cultural, educational and upbringing processes, and with their help the human being acquires social nature and a possibility to participate in the society's life.

On the website of the State Inspectorate for Protection of Children's Rights one can find the most topical information about the children's care institutions and crisis centres outside families, the number of children living there, their age. However, behind every passionless number there is hidden a child's or family's hard life situation or even a tragedy. According to the data of the State Children's Rights Protection Inspectorate data in total in 2011 2,300 children were separated form their parents, in 2010 – 1953, in 2009-1657, but in 2008 – 1914 children. Right now more than 8 thousand children are separated from their parents. At the beginning of 2013 in Latvia 1790 children were situated in the institutions, but in 2015 - 1750 children in institutional care, in foster care families – 1260, in guardians' families around 5000 children.

Children, who are placed into institutions, live another way of development than the children who grow up in favourable families. They experience lots of traumatic situations- separation from the biological family, stress, violence etc. The children's problems, who live in the institutions, are

fears, restlessness, lack of children-parents' bond, sense of guilt, shame, impulsive action, psycho-somatic expression, aggression, love and hostility together, generosity and harm. When understanding the human being's behavioural model: impulse (irritation caused by the environment) → behaviour (reaction to the irritation caused by the environment) → consequences (what happens after that), the children's expressions in the institutions also become understandable. The environmental tension promotes the development of those parts in the brain which react to the threat irritation and induces aggression (children become aggressive).

There are problems in the children care homes to guarantee the children the environment favourable for their development; it does not give the child the sense of family. Especially it is typical of the children care homes with a high number of children in them, who have got different level of development, different life experience, which triggers the formation of antisocial environment in the very institution.

Conclusion

The insufficient income causes psychological and social tensions in families, which triggers new problems such as alcoholism, drug addiction, suicides, leaving children unattended, amoral lifestyle, violence towards the partner and children. And then one has to look for help outside the family. These families pretty often lack their own inner resources and therefore they are not able to decrease or solve the problems themselves. Unfortunately, not all families look for help in order to solve the tough problems.

Declarative principles in the children's rights area are not sufficient or permissible. One has to understand the real obstacles and problems of deinstitutionalization: insufficiencies of social policy, lack of action policy, funding model of children foster families' care, ruling stereotypes in society.

Family is the base and main condition for an optimal existence of the country and society which materializes practically when generations change physically and in a socio-cultural way, when children are born, grow up and develop till they reach the high level distinguished by human beings. Family is the human beings' adaptation to life conditions, the eternally changing form of practical improvements. As every human being is also a representative of a family, then in the particular family model the biological, psychological and economic side of the human being's life is formed and shaped.

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