

The Role of Grandparents in the Child's Personality Formation (on the Material of Children's Literature)

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Abstract

In the article the concept of "a family reading" is analyzed, the significance of "the family reading" model is disclosed, the role of grandparents in the formation of the child's personality is revealed. The goal of the article is to point out the possibility of improving the reading culture in the case of an awareness of the grandparents' role in the children upbringing. The research is based on the methodological interdisciplinary and systematic principles, presented in the modern socio-humanistic knowledge. Comparative-contrastive methodology allows you to consider the features and patterns of the figurative structure of a work of fiction recommended for the family reading. Relying on the historical, cultural, sociocultural, typological approaches, it allows establishing a typological commonality of the artistic image of "grandparents". The biographical method, as well as the linguistic analysis of the literary text, makes it possible to take into account the individual style of the authors while selecting works for the family reading. It is proved that images of "active" grandmothers and grandfathers dominate in the literary texts of the world literature, in the creation of which zoological and floral portraits-comparisons are used. The material for the study is the works of Russian and foreign literature. The works of Russian literature were the material of the study: M. Gorky (Childhood, Grandfather Arkhip and Lyonka), V. Astafyev (The Horse with a Pink Mane, The Last Bow), N. Nosov (Shurik at Grandfather's place), N. Abgaryan ("Manyunya", "Chocolate Grandfather"), D. Sabitov ("Your Three Names"), M. Aromshtam ("When Angels Rest"), V. Vostokov ("FrosyaKorovina"), as well as some works of foreign children's prose: A. Nanetti ("My grandfather was a cherry"), M. Lobe ("Grandma on the apple tree"), M. Parr ("Waffle Heart"), I. Prokhazkina ("Grandmother with wings").

Key words: *The family reading, "elder parents", "formal grandmother", "active grandmother", foreign and russian literature.*

Introduction

Writers, teachers of the nineteenth and twentieth centuries (Ushinskiy, 1990; Korchak, 2014) called the elderly people to be instinctively understanding and knowing from the experience of subtlety of education, "natural Russian educators." The teachers' opinion is changing in the 21st century: the pedagogical discourse about the influence of elder parents on grandchildren is very

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contradictory. Kulikova in the book "Family Pedagogy and Home Education" (Kulikova, 1999) argues that in the age of informational technology, the experience of grandparents is not a model for the future generation, as it is difficult for them to understand modern life and the interests of the younger generation. A long-time experienced teacher Kargapolova in her article "Grandparents, Children and Grandchildren" (Kargapolova), on the contrary, notes that elder parents play an important role in the grandchildren's education, since their authority depends on respect and recognition in a society and the family, but there are also negative aspects of such an education: elder parents fall into extremes (either excessively pampered or use old conservative methods of upbringing), so they are not able to raise a competitive personality.

Researchers (Kuramshev, Kutuyavina & Sudyan, 2017) characterize the relationship between grandmothers and grandchildren as distantly friendly: they do not show a particular affinity, while they are taken for granted. Their research shows that only 33% of grandmothers often share their thoughts with grandchildren, while only 19% of their grandmothers can boast of a conflict-free relationship with their descendants. 35% of grandmothers trust their grandchildren with their secrets, 67% believe that their affairs are approved and supported by their grandchildren. However, this relationship can not be completely trusted: only 26% of grandmothers talk with grandchildren about topics that it would be undesirable to discuss with other interlocutors. But still 56% of respondents feel that their grandchildren are proud of them, only 8% of grandmothers do not feel this attitude towards themselves.

Author N.A. Dorokhina notes (Dorokhina, 2009) that for parents, the influence of grandparents on the child's cognitive-speech development (acquaintance with history, reading books, teaching reading and math, stories about their childhood, the history of the country (Tarman *et al.*, 2015; Yiğit & Tarman, 2016; Magsumov, 2013b; Magsumov, 2015), their personal achievements) is significant. According to her research, this fact is confirmed by 33% of the parents surveyed.

On the degree of activity and initiative O.V. Krasnova identified three main types of grandmothers (Krasnova, 2000). "Formal" ("ordinary") cares for grandchildren mainly through the fulfillment of household duties and / or financial support for the family. "Active" ("enthusiastic") grandmother takes care of her grandchildren, helps with studies, plays, reads a lot, goes to theaters and exhibitions. "Enthusiastic" grandmothers support the grandchildren's manifestations of kindness, sympathy; they are sensitive to the moments when grandsons need support,

encouragement. "Far away" ("removed", "symbolic") grandmothers give their grandchildren minimum attention and time, confining themselves to only those activities that they like and at the time when it is convenient for them.

The the family reading can be a camertone of the family generations' relations as one of the reading models, where, unlike other models, practically all the most important functions of reading are simultaneously realized: cognitive, educational, developing, entertaining, and communication (Melentieva, 2011).

Identifying the role of "elder parents" - grandparents in the the family reading as an important factor contributing to the child's personality'sdevelopment, is the goal of the present study.

Method

The authors of the article are guided by the methodological principles of interdisciplinarity and system. Based on the principles of pedagogy, psychology, literary criticism, this work includes theoretical research methods: analysis, synthesis, comparison. Comparative-comparable methodology allows you to consider the features and patterns of the figurative structure of an art work recommended for the the family reading. Relying on the historical, cultural and sociocultural approaches, one can state a typological commonality of the artistic image of "elder parents". Biographical method, as well as linguistic analysis allow to take into account the individual style of the author when selecting works for the family reading, conditioned by the epoch and artistic and aesthetic views of the writer.

Findings

Most of the children's literature selected as representative texts actualize the positive model of generations' communication in the family, so they can be successfully used in the family reading. In addition to an obvious aesthetic function, these works perform an educational function (Korableva and Kalimullina, 2016). Familiarizing the child with the biography of the writer, adults pay attention to the children's years of the author, to the important role played in their lives by "elder parents" (Aminov, 2014). Biographical material not only broadens the horizon of the young reader, but also brings him up, introduces to reading from early childhood. Based on the classification of the grandmother's typology (Krasnova, 2000), we have proved that images of

"active" grandmothers and grandfathers become dominant in artistic texts, in the creation of which zoological and floral portraits-comparisons are used, as well as an olfactory code. Grandma is compared with a cat (M. Gorky), with a river Korableva bank (V. Astafiev), with an apple tree (M. Lobe), with the "fire-breathing dragon", "a granite rock" (N. Abgaryan), with a goose (A. Nanetti), a hen (V. Vostokov), etc. Obviously, children have a more developed creative imagination, they tend to compare adults with animals, plants, and reincarnate themselves in other ways (Akhmetshin *et al.*, 2017; Aydarova *et al.*, 2017). Children's writers, keenly sensitive to childhood problems, give a hint to parents that the zootypes used for the comparison can be a worrying sign, indicating lack of attention, warmth and love (Kerr & Bowen, 1988). In the course of the comparative typological analysis of children's literature it was revealed that the artistic image of the elder generation reflects the changes in a society (Tarman, 2016; Tünkler *et al.*, 2016): in the children's literature of the twentieth century, grandparents, for objective reasons, replace parents to their grandchildren because many of them either died tragically or disappeared without a trace, in modern children's literature grandparents also try on themselves the role of parents, but for other reasons (bad habits of biological parents, total employment, etc.) (Magsumov, 2016; Magmusov, 2013a; Osadchy & Akhmetshin, 2015). In this connection, it is legitimate to talk about the "therapeutic effect" of the family reading that promotes the rapprochement of generations (Verevkina, 2016; Il'yashchenko *et al.*, 2014; Tesleva and Belkova, 2014).

Discussion

In the works of the nineteenth century, the images of elder parents are extremely contradictory: some of them simply perform an attendant function, while others contribute to the spiritual and moral formation of their grandchildren. Without the grandparents' influence Russian culture, perhaps, would not recognize such names as Pushkin, M.Yu.Lermontov, F.M.Dostoyevsky and many others.

Lack of love, attention, care, which could not get in his childhood A.S. Pushkin, managed to fill the grandmother Maria Alekseevna Hannibal, her image was reflected in the poem "Yezerkiy". The main woman in the life of M.Yu. Lermontov was his grandmother Elizabeth Alekseevna Arsenyeva. The powerful, active, survived her husband, daughter and even her grandson, the woman believed that her main goal was Mikhail Yurievich's upbringing, so she spoiled the child with foreign sweets, bought rare books. Lermontov expressed his gratitude to his

grandmother in the drama "Menschen und Leidenschaften" and could not help but admit that the mater did not teach him to perceive the reality correctly. Unlike A.S. Pushkin and M.Yu.Lermontov F.M. Dostoevsky did not know either his grandmother or grandfather, since Maria FyodorovnaNechaeva's parents were against the daughter's marriage with the surgeon M.A. Dostoevsky, but the nanny Alena Frolovna replaced the grandmother, she will become the prototype of many writer's selflessly loving heroines ("Poor People", "White Nights", "Demons"). Leo Tolstoy also did not feel the poetry of feelings to his grandmother: PelagiaNikolaevna frightened the children with her irascible, wayward character, Tolstoy would tell about it in the story "Childhood".

The elder parents' role in the authors' education who write for children or depict in their works children's images is very important. Just remembering childhood, one can dispose a young reader. A huge role in the formation of M. Gorky's personality - the reformer of children's literature - was played by his grandmother Akulina Ivanovna, whom he would later describe in his autobiographical novel "Childhood". An aging woman after the tragic death of her parents became Alesha Peshkov's closest person. M. Gorky considered her a saint and very often compared with "abee, and the house - with the beehive." Grandmother Akulina - a woman with a very difficult fate: in her youth she begged to survive, survived many of her children and betrayal of her family. The tips of beloved grandmother Alesha remembered for life.

The zoological portraits-comparison are interesting: the grandson compares his grandmother Akulina with a large cat. The image of the cat in the description of Akulina Ivanovna's portrait was chosen not by chance, for all children the animal world is close and understandable, and the cat has always been considered to be a creature preserving and keeping the home. No less important role in the story "Childhood" is played by the image of the grandfather. All the households obeyed his laws and rules. It is difficult for the child to watch behind the iron core of an aging male's worries for him, the grandfather, who knowing the life, tried to teach his grandson a literacy in church books, told stories and tales. The boy intuitively compares him to the house chimney, as it is not so noticeable, but it is very important for keeping the heat.

Close to the grandfather and the hero of M. Gorky's story "Grandfather Arkhip and Lyonka," the bony grandfather very much reminds the boy of a withered tree that has been beaten by a wave of the river to the sand. This comparison is the best way to reveal the end of the life

path that anticipates Arkhip's death. Unlike the hero of the "Childhood", Lyonka is burdened by his grandfather, he rebels against the way of life that the grandfather has to lead.

In the story of Astafieva "A horse with a pink mane" there is a bright image of the hero's grandmother, who played an important role in the upbringing of her grandson: Katerina Petrovna, replaced the mother for the boy. A feminine fussy, emotional, active grandmother, similar to the "sunny forest" is again opposed to the grandfather: he rarely scolds his grandson, but in the look, gestures of the hero, there is the complete agreement with his wife (Korableva *et al.*, 2017a). The motive of orphanhood in the story is not felt because of the excessive love of elder parents, but in the work "The Last Bow" the boy Vitya seriously experiences his mother's death and considers his father's indifference to be a betrayal. The grandmother helps the child, whom the hero compares to the forest fairy: she knew all the herbs and mushrooms, could heal people, and she teaches moral lessons to her grandson. The writer N.N.Nosov in his story "Shurik at Grandfather's" depicts a kind and wise grandfather. For the boys, a man is an authoritative person, he is an example of courage and braveness. For sleight of hand during fishing, the heroes called him a sorcerer.

So, in the works of the twentieth century, the role of grandparents in the formation of grandchildren is important. Complex social life conditions, the political situation leads to child abandonment, so elder parents replace moms and dads: they not only pay attention, but also raise children, but in the educational aspect are weak, because they themselves are often illiterate (Korableva *et al.*, 2017b). In the twentieth century, both in life and in literature, the type of "active" grandmothers and grandfathers of the village type, living in their own houses, loving and appreciating nature, is widespread. If in the nineteenth century grandparents acted as a supplement to the home education of grandchildren: they told tales, spoiled, then in the twentieth century they became forced parents.

Active, working elder parents of the 21st century cannot pay due attention to their grandchildren, so in the modern reality there is the concept of "forced orphanhood" (Kulikova, 1999): parents give themselves to work, so elder parents are forced to replace their mother and father with children. In the story of N. Abgaryan "Manyunya" the powerful grandmother Rosa Iosifovna Shatz did her best to separate her granddaughter's parents. The woman immensely loves Manya, but she has her own view on education: she is confident in the use of punishments (they are improvised: she can feed with the vegetables, cut off the hair). Manya and Narine are afraid and love Ba at the same time, but never doubted her justice. Heroines live in their fictional gaming

world and the grandmother in it is a "granite rock", a "fire-breathing dragon" (Abgaryan, 2007). Grandfathers in the works of N. Abgaryan are ironic, like children, that's why their grandchildren love them so much. Martin Sjurson and his parents eagerly wait for the Grandfather Oscar's arrival (the story "Chocolate Grandfather"), who loves sweets (jam, gingerbread, chocolate). The hero is called chocolate, honey-gingerbread.

Lack of attention in modern families leads children to the need for communication with elder parents. The heroine of D. Sabitova's story "Your Three Names" Rita has got alcoholic parents, so every day she goes to visit her neighbor Muratovna. The heroines together watch TV, drink tea with pies, read Pushkin's writings, talk about hygiene and cleanliness in the house, but in the evening Margo is forced to return home and eat potato peelings with her small sister.

The character of V. Vostokov's novel "Frosya Korovina" is close to Rietke and Frosya., "The village woman," - that's what the girl calls herself, since her grandmother all says she wants to grow a real village woman from Frosya (an aging woman fears that after Frosya's death she will not be adapted to life, depriving her granddaughter of childhood), and the girl is afraid not to justify her hopes. Frosya knows everything: to manage the economy, to plant a vegetable garden. With her parents alive, she is a complete orphan: she is raised by her grandmother Aglaya Yermolaevna (whom her granddaughter calls "a hen" for fussiness). A woman shows Frosya photos of her parents and tries to justify them, assuring the girl of the employment of grown-up people - they are geologists, and Frosya with pleasure states: "So I'm not an orphan!" (Vostokova, 2014).

Grandmother and grandfather are also authoritative for Alina, the heroine of M. Aromshtam's novel "When Angels Rest". Mom does her personal life: she experiences disappointments in love, and elder parents have become the main educators. Grandpa is happy, youthful; grandmother is attentive, caring. They are always and in all united (Bochkareva *et al.*, 2017; Erbilgin, 2017; Lyubimova *et al.*, 2015; Mauch & Tarman, 2016). Many of the grandparents' words remained for a long time in the maturing Alina's memory, for example, the granddaughter's grandfather's expression recalls: "Remember, baby, the most important thing in a person is the rod," "the teacher must give strong knowledge" (Aromshtam, 2010).

The images of grandparents are of interest to many writers around the world. The Estonian writer Mira Lobe, who examined the elder parents' influence on grandchildren in her story "Grandma is on an Apple Tree" (Lobe, 1973), refers to the image of a grandmother. The main character Andi did not have a grandmother, but he really wanted to have her. The boy felt that he

is important to a lonely neighbor Frau Flink, so he got a grandmother. The author of the story tries to convey to the reader a simple truth: in the age of the "love scarcity", attention cannot be deprived of the child of close people, and the more children have love and affection, the happier and more stable to life peripeteias personality is. A similar idea appears in the work of the Italian writer Angela Nanetti "My grandfather was a cherry" (Nanetti, 2009). The main character remembers with warmth and gratitude the elder parents. The boy has a city and village grandmothers and grandfathers, but it's hard for him to understand Grandpa's and grandmother's selfishness, who are only engaged in themselves. But the child was very fond of elder parents living in the village. Despite the fact that the grandmother Theodolinda was busy with a large farm, she always found time for her beloved grandson, but more time with him the grandfather spent, who taught the hero to correctly perceive the life. Rural senior parents even smell warm and pleasant, it does not look like the sharp perfume of Antoniatta and Luigi. The hero-narrator compares the grandmother Theodolinda with the goose, and the grandfather-with the cherry, and he believes that after death they were not simply boarded into a wooden box, but the souls of close people reincarnated into the tree and the goose. Amazing images of elder parents in the story of the Norwegian writer M. Parr "Waffle Heart". The grandfather of the boy Trillet, whom the hero with love compares with the crow, because he has absolutely no hearing, but he does not hesitate to sing ("sings like a deaf crow") (Parr, 2014), seeks to get closer to his grandchildren, does not accept edification and teaching, brings up the game (Korableva and Kalimullina, 2014).

He learns knitting knots for weaving the cable road, and during Ivanov's day the grandfather dressed up as a bride, taking a cactus instead of a bouquet, and Baba Aunt, the grandfather's sister, "spare grandmother" - so called her children, turned into a groom and looked like a "fat penguin". Tea-parties with his grandfather and delicious Baba Aunt's wafers forever remained in childhood's memories, which save heroes in their adulthood. Czech writer Iva Prochazkina in the tale "Grandmother with wings" with the help of the grotesque tells of a wonderful grandmother, which for many years dreamed boy Elias. He sat his grandmother out of the egg, and the boy was rewarded with a grandmother-fairy, loving and affectionate, because the no grownup parents are not able to give enough attention to Elias: "parents, like the weather - you do not choose them" (Procházková, 2013). There was a new type of children's heroines - a grandmother with wings. Iva Prochazkina combined sentimental touching and ultimate realism.

Conclusion

To date, the decline in interest in reading causes serious concern around the world. The problem of reading went beyond the educational, cultural and moral development of the individual, having become the most important nation-wide social problem. The study emphasizes the importance of "the family reading" model in strengthening the family, reveals the role of "elder parents" - grandparents in the development of the child's personality. Grandparents acquire a new family significance, for them grandchildren are an important life stage: the ancestors have both life experience and precious time, which they, despite the misunderstanding of modern life, are ready to devote to their grandchildren who are not receiving due attention from parents engaged in making money, clarification of interpersonal relationships. Senior parents provide household, psychological assistance, and also preserve and transmit family history and traditions. This problem is reflected in the world literature. The family reading not only brings people together, introduces children and adults to the best examples of world literature and their authors, instills a taste for good literature, but also brings up and so has a "therapeutic effect".

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