

ISSN 2518-1467 (Online),  
ISSN 1991-3494 (Print)

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ҰЛТТЫҚ ҒЫЛЫМ АКАДЕМИЯСЫНЫҢ

# Х А Б А Р Ш Ы С Ы

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## ВЕСТНИК

НАЦИОНАЛЬНОЙ АКАДЕМИИ НАУК  
РЕСПУБЛИКИ КАЗАХСТАН

## THE BULLETIN

OF THE NATIONAL ACADEMY OF SCIENCES  
OF THE REPUBLIC OF KAZAKHSTAN

1944 ЖЫЛДАН ШЫҒА БАСТАҒАН  
ИЗДАЕТСЯ С 1944 ГОДА  
PUBLISHED SINCE 1944

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НОЯБРЬ  
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«Қазақстан Республикасы Ұлттық ғылым академиясының Хабаршысы».

**ISSN 2518-1467 (Online),**

**ISSN 1991-3494 (Print)**

Меншіктенуші: «Қазақстан Республикасының Ұлттық ғылым академиясы»РҚБ (Алматы қ.)

Қазақстан республикасының Мәдениет пен ақпарат министрлігінің Ақпарат және мұрағат комитетінде  
01.06.2006 ж. берілген №5551-Ж мерзімдік басылым тіркеуіне қойылу туралы куәлік

Мерзімділігі: жылына 6 рет.

Тиражы: 2000 дана.

Редакцияның мекенжайы: 050010, Алматы қ., Шевченко көш., 28, 219 бөл., 220, тел.: 272-13-19, 272-13-18,  
www: nauka-nanrk.kz, bulletin-science.kz

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Типографияның мекенжайы: «Аруна» ЖК, Алматы қ., Муратбаева көш., 75.

Г л а в н ы й р е д а к т о р  
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**«Вестник Национальной академии наук Республики Казахстан».**

**ISSN 2518-1467 (Online),**

**ISSN 1991-3494 (Print)**

Собственник: РОО «Национальная академия наук Республики Казахстан» (г. Алматы)

Свидетельство о постановке на учет периодического печатного издания в Комитете информации и архивов Министерства культуры и информации Республики Казахстан №5551-Ж, выданное 01.06.2006 г.

Периодичность: 6 раз в год

Тираж: 2000 экземпляров

Адрес редакции: 050010, г. Алматы, ул. Шевченко, 28, ком. 219, 220, тел. 272-13-19, 272-13-18.

www: nauka-nanrk.kz, bulletin-science.kz

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Адрес типографии: ИП «Аруна», г. Алматы, ул. Муратбаева, 75

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**Bulletin of the National Academy of Sciences of the Republic of Kazakhstan.**

**ISSN 2518-1467 (Online),**

**ISSN 1991-3494 (Print)**

Owner: RPA "National Academy of Sciences of the Republic of Kazakhstan" (Almaty)

The certificate of registration of a periodic printed publication in the Committee of Information and Archives of the Ministry of Culture and Information of the Republic of Kazakhstan N 5551-Ж, issued 01.06.2006

Periodicity: 6 times a year

Circulation: 2000 copies

Editorial address: 28, Shevchenko str., of. 219, 220, Almaty, 050010, tel. 272-13-19, 272-13-18,  
<http://nauka-nanrk.kz/>, <http://bulletin-science.kz>

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Address of printing house: ST "Aruna", 75, Muratbayev str, Almaty

**A. A. Karabalina<sup>1</sup>, Zh. A. Maydangalieva<sup>2</sup>,  
G. B. Satygalieva<sup>1</sup>, G. A. Ahmetalina<sup>3</sup>, Dashqin Mahammadli<sup>4</sup>**

<sup>1</sup>K. Zhubanov Aktobe Regional State University, Aktobe, Kazakhstan,

<sup>2</sup>Baishev University, Aktobe, Kazakhstan,

<sup>3</sup>Aktobe College of Service, Aktobe, Kazakhstan,

<sup>4</sup>Baku State University, Baku, Azerbaijan.

E-mail: Aksaule2011@mail.ru, maydangalieva@mail.ru, gulzipa\_81@mail.ru,  
gulnaraahmetalina74@mail.ru, dashqin.muhammedli@mail.ru

## **FAMILY PATTERN AS KEY FACTOR OF PRIMARY SCHOOL CHILDREN ACADEMIC PERFORMANCE**

**Abstract.** Nowadays many families face problems caused by differences in their view of the parental and educational style of upbringing. The progress of the child at school is one of the essential criteria of its assessment. The relationship in the family where emotionally atmosphere is warm, the family where parents are respectful to the identity of the child is defined, recognizing his rights, accepting it as the personality – give the child the chance successfully to develop and be successful in the study. We used specific methods: Varga, Stolin Questionnaire of the parental attitude towards children, Schubert Test "Definition of school motivation," «School test of IQ development" (ShTUR), Phillips Test level of school anxiety. We divided participants (48 students) into two groups (Control and Experimental). According to the results of research EG showed a low level of school motivation of 33,3%, these children attended school reluctantly, preferred to skip classes. At lessons students often were engaged in the different activity. We found significant differences in the results of the IQ test between EG and CG. The problem of influence of the dominating type of the parental relation on the child gained particular relevance today. From a strategy of behavior which parents choose depends on emotional, motivational children development.

**Keywords:** IQ; Motivation; Students; Parental style; Education.

**Introduction.** The family is the most important source of social and economic development of society; it makes the most critical public wealth - the person. The most important function of a family is the education of children. The family represents a basic model for the socialization of the child, and parents are the first teachers. They are obliged to lay the foundation of the physical, moral and intellectual development of the child at children's age.

Education in a family is emotional, individual, and specific. Family nurture is focused, constant and includes real opportunities in various fields of activity (household, economic, leisure, public). The wide range of different subsystems (age, gender, professional occupation) is presented in a family; it allows the child step by step join a social life, and also show and realize the emotional and intellectual opportunities. In the many kinds of research (Eydemiller & Yustitskis, 2001) directed on studying of family influence on the mental development of the child were shown that crucial importance had the type of the relations between parents and the child. The position taken by parents, the attitude towards the child in a family in many aspects defines all course of its mental development, abilities which are formed at the child and a trait of personality. The variety of family relationship depends on their traditions, values, culture, and education of parents, etc.

**Problem Statement.** Many factors influence the success of pupils. Children with poor health or receiving insufficient food, anxious with problems in a family or possessing the underestimated self-assessment, often insufficiently successfully cope with school tasks. The perception of them as the competent pupil can also have a noticeable influence on the success of training. According to Eric Chikweru

Amadi (2018), more than 20% of school students underestimate the real abilities. These children do not expect from themselves much and are surprised if their estimates are high from time to time.

According to David Mac-Clelland (McClelland, 1985), the reasons of higher achievements of one child in comparison with others is in cultural values in which they are brought up. The comparison of several historical periods in some various cultures let Mac-Clelland (1985) make conclusion that the achievement motivation – the aspiration to achieve success and superiority – is the acquired cultural value. In any society, during any period at some national groups, the value of such achievement is much higher, than at the others. Besides, different cultures or subcultures can appreciate different types of achievements. In one society appreciate education level more; give preference in others to achievements in society. Children which parents divide the values differing from accepted at school; often have the weaker motivation to the performance of the academic tasks.

The role of parents in the creation of conditions and stimulation of certain skills development which helping children to succeed is significant. Child will defiantly have some difficulties at school if student comes from abusive or toxic family (criminal pattern); one of his parents has mental health problems; family has poor housing conditions; when he has to live in foster family (Sameroff, Seifer, Baldwin & Baldwin, 1993). If we look at the parents of the children differing in achievements in school, we will find types of parental behavior which can realize practically any the father and mother irrespective of economic conditions.

Researchers know long ago that the following factors relating to parental behavior are connected with the success of children in school (Hess, Holloway, 1984).

1. Parents of successful children have realistic ideas of their current achievements, but thus believe that in the future they will inevitably succeed in the career. Such parents help the child to develop self-confidence, encouraging to the performance of the tasks corresponding to age at school and home.

2. The relations of parents and children differ in warmth and love. The control methods used by parents and maintenance of discipline are characteristic instead for authoritative, than authoritative style of behavior. Children know borders legal, but thus feel safe and know that they are desired and loved.

3. Moreover, probably, the most critical variable: parents of the children advanced at school continuously communicate with them. They read to them books, attentively listen to them and regularly talk to them. Parents maintain the interest of children in knowledge and research and serve as role models. It is necessary to add that explanation parents of the advantage of preparation of lessons, and they are insisting on it are also important factors of success of children at school. In general children, as a rule, well study if parents give them support and help the councils. So, the atmosphere of support is inherent practically in all families of natives of Southeast Asia.

Parents in these families very much highly appreciate education and persistent work and believe that their children will be able to achieve success in any activity if show determination and persistence (Kaplan et al., 1992). In this way, Afro-American parents which children will study at school, also highly appreciate education and encourage the development of self-esteem and belief in the forces and abilities. At the same time, they assume that their child can face at school racial prejudices, and try to prepare him for such situations (to Patterson, Kupersmidt & Vaden, 1990). Poor pupils can be long and to families with an average and high prosperity. Children whose mother and the father pay too much attention to children's entertainments, games or real problems, as a rule, study worse than what parents highly appreciate knowledge and education (Kaplan et al., 1992). In families where children raise with high growth, but not with high self-esteem, attentions to the identity of the child (his interests, tastes, the relations with friends) are combined with sufficient insistence. School progress is the critical criterion of an assessment of the child as persons from adults and contemporaries. The attitude towards itself as to the pupil considerably is defined by family values. The child meets all worry of his parents – maintenance of prestige («And who else did get the five?"), obedience ("Did anyone try to abuse you today?"). In consciousness, parents show more interest not the educational, but household moments in his school life (" Is it warm in a class?", "What did you eat on a breakfast?"). Rather an indifferent question: "What was at school today?" will lead to the corresponding answer sooner or later: "Anything special," "Everything is normal." Parents also set the initial level of claims of the child, on what it applies in educational activity and the relations.

The family – the most widespread type of social group, the leading cell of society in which is born, formed, develops and the most of the time during life is the person. The family relations usually define

psychology and behavior of the person; therefore, the family is of particular interest for social and psychological research. The typical modern family in the developed European countries consists of 2 – 6 people: the husband, the wife, children and the nearest relations on maternal and fatherly lines – grandmothers and grandfathers. The fundamental purpose of a family is the satisfaction of public, group and individual requirements. Being a human cell of society, the family satisfies a number of his major requirements, including in the reproduction of the population. At the same time, it satisfies the personal needs of each member, and also all-family (group) requirements. From this also the primary functions of a family follow: reproductive, economic, educational, communicative, organizations of leisure and rest. Between them, there is a close interrelation, interpenetration, and complementarity. In a family, both adults and children are brought up. Especially the importance has its influence on a younger generation. Therefore the educational function of a family has three aspects. The first is formation of the identity of the child, development of its abilities and interests, transfer to children by adult family members (mother, the father, the grandfather, the grandmother, etc.) The second aspect is the systematic educational impact of the family collective on each member during all his life. The success of the performance of this function depends on the educational potential of a family. It represents a complex of the conditions and means defining pedagogical opportunities of a family. This complex unites material and living conditions, number and structure of a family, development of family collective and character of the relations between his members. It includes the ideological and moral, emotional and psychological and labor atmosphere, life experience, education and professional qualities of parents. The personal example of the father and mother, the tradition of a family are of great importance. It is necessary to consider nature of communication in a family and its communication with people around, level of pedagogical culture of adults (first of all mothers and the father), the distribution between them educational duties, the interrelation of a family with school and the public. Individual and essential component are specifics of the family education process. The family plays the leading role in an intellectual child development (the American researcher Blum revealed that distinction in coefficient of intellectual development of the children who grew up in safe and dysfunctional families reaches twenty points), and also influences the relation of children, teenagers and young men to study and in many respects defines its success. At all stages of socialization the educational level of a family, interests of her members affect intellectual development of the person, what layers of culture it acquires, on the aspiration to the continuation of education and self-education. Thus, parents play an essential role in child development and the more so in psychological readiness for school training. If parents accept the child, pay him enough attention, divide its interests, are a positive example for imitation, then the child develops thanks to that entirely it is inadequate conditions for development. If parents do not accept the child, interests, hobbies, thoughts, and feelings of the child seem to the adult frivolous, and he ignores them, the child does not see sense and aspiration to positive actions which could promote more favorable psychological readiness for school training. For the small child, the family is the whole world in which he lives, works, makes discoveries, learns to love, hate, rejoice, sympathize. Being her member, the child enters specific relations with parents which can render on it both positive, and negative influence. Thereof the child grows or benevolent, open, sociable, or disturbing, rough, hypocritical, false.

Nowadays the institute of a family endures the crisis, but, despite it, the family remains the stable, reality is bringing up and promoting disclosure of potential opportunities for children. According to Andreyeva, Gulyga (1991) the crisis phenomena in a family are shown, first of all, in its instability. Instability of a family leads to the growth of incomplete families, reduces parental authority, is reflected in opportunities of formation of families, on the health of adults and children. Parenting is both a biological and a social process (Lerner, Castellino, Terry, Villarruel &McKinney, 1995). Parenting is the term summarizing the set of behaviors involved across life in the relations among organisms which are usually nonspecific, and typically members of different generations. Thus, parenting is a complicated process, involving much more than a mother or father providing food, safety, and succor to an infant or child. Parenting involves bidirectional relationships between members of two (or more) generations (Ford & Lerner, 1992). Scoblik (1996) in her research found the connection between a parent's emotional attitudes and cognitive skills.

**Research Questions.** The role of the father, mother, and child is established according to public requirements and ideas of values prevailing in society. If the primary attention of ideology goes only to the



husband and the father, mother retreats into the shadow, and her status is equated to the child status. On the contrary, if society is interested in the preservation of health and education of the child, attention goes to mother who becomes the main character.

According to scholars, paternity is not an obligatory component of a family; it expresses belonging to a particular type of culture, but not biological function instead. Kohn (2006) divides human cultures on "fatherly," (in which the father plays the main role), and "fatherless" (in which the man mostly acts as a male, not as the father). "Fatherless" of culture is characterized by more prominent male aggression, a sharp antagonism between men and women, less cordial relations between all family members (Kohn, 2006).

From centuries main duty for a male is getting food for females and children (hunting). In all known human societies everywhere in the future world man acquires that when he grows up to a full member of society, he will have to provide food to the woman and her descendants. However the degree of social responsibility of the man for life support of his family depends on various social conditions, but usually decisive the aspiration of the man will provide wellbeing of own children though there are exceptions.

According to a report from the Agency of Statistic (Kursiv, 2017), the quantity of divorces in last five years is rapidly growing. Every third marriage in country will be finished by divorce. The following list of disturbing symptoms shows that not everything is safe in a condition of the Kazakhstan family:

- every fifth couple living together isn't married;
- every seventh family – incomplete;
- in every twelfth family there are stepsons or stepdaughters;
- the woman is at the head in 90 percent of incomplete families;
- 30 percent of the Russian families are incomplete, for comparison: 20 percent of the Kazakh and 5 percent of families of other ethnic groups are incomplete.

**Purpose of the Study.** The influence of the parental style of education is the purpose of our study. We assume that condition of upbringing affects on cognitive abilities of students which estimated by

**Research Methods.** The total number of participants is 48 pupils in 4 grades and their parents. In the research part of the work with children we used the following methods:

- "Test questionnaire of the parental relation of Varga, Stolin."
- "Determination of the level of school motivation." Schubert.
- School Test of Intellectual Development (ShTIQ).
- The Philip's school anxiety test.

**Findings.** During experimental research, we divided participants into two groups Experimental Group (EG) and Control Group (CG). Participants from Control Group have full families (both parent), in Experimental Group one of the parents is exist (incomplete families).

As a result of the statistical analysis in the SPSS 21 program, we revealed the positive correlation between EG and data of the SHTUR test.

From ninth-graders it was required to show abilities in finding the essential general sign, to bring concepts under a specific category. The most often found mistakes were: substitution of a general word synonymic, relative concept or, on the contrary, very sweeping categorical generalization. Sometimes, these mistakes are caused by the same reasons which were described above: not identification of concepts as a logical category, and still initially – the weak level of awareness, a conceptual stock as it is impossible neither to analyze nor to classify, to generalize concepts which sense isn't precise.

From the obtained data it is visible that in Experimental Group participants showed a low level of school motivation of 33,3%, these children attend school reluctantly, prefer to skip classes. At lessons often are engaged in foreign affairs, games.

16,6% of examinees showed the high level of school motivation. They are interested in education. Examinees of this group have an informative motive, aspiration most successfully to fulfill all requirements imposed by the school. Pupils accurately follow all instructions of the teacher, are conscientious and responsible, actively worry if receive unsatisfactory estimates.

1. 8,4% participants showed good school motivation. Examinees successfully coped with an educational activity.

2. 25% of examinees somewhat safely feel at school, however, go to school more often to communicate with friends, with the teacher.

3. 33,3% participants have a low school motivation. Such children experience severe difficulties in the educational activity.

Table 1 – Correlation analysis

		<b>Group</b>	<b>Analogy</b>	<b>Generalization</b>
<b>Awareness</b>	Pearson	.975(**)	.982(**)	.953(**)
	Correlation			
	Sig. (2- tailed)	.000	.000	.000
	N	48	48	48
<b>Classification</b>	Pearson	.934(**)	.945(**)	.942(**)
	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	48	48	48
<b>Generalization</b>	Pearson	.928(**)	.932(**)	1
	Correlation			
	Sig. (2-tailed)	.000	.000	
	N	48	48	48

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 2 – Determination of level of school motivation

Level of school motivation	EG, %	CG, %
High level of school motivation, educational activity.	16,6	50
Good school motivation	8,4	25
The positive relation to school, high interest to extracurricular activities	25	17,6
Low school motivation	33,3	8,3
Negative attitude to school	16,7	7,1

Some of the participants (16.6) showed a negative attitude toward school. Examinees test severe difficulties in training: they do not cope with educational activity, have problems in communication with schoolmates, in a relationship with the teacher. They quite often perceive the school as the hostile environment stays in which for them is intolerable.

Participants of CG showed the following results:

- 50% of examinees showed the high level of school motivation,
- 25% good school motivation,
- 8,3 low school motivation,
- 16,7% negative attitude to school,

The formation of the child of the motivational sphere plays a vital role in his success in the educational activity. Existence at the child of motive is reasonable to fulfill all requirements imposed by the school, to prove to be from the best party forces it to show activity in the selection and storing of necessary information.

Table 3 – The comparative estimates of school anxiety

Group	General School Frustration	Social Stress	The Need for Success Achievement Frustration	The Fear of Self-expression	“Uyat bolady” stress
EG	7.9	7.9	5.8	5.1	3.6
CG	3.1	2	2	3.75	3.6

According to the results of the test, 80% of the examinees from EG demonstrated an increased level of school anxiety. In CG 56% of examinees showed the average level of anxiety. Thus, we revealed the fears prevailing at all examinees. These are such fears as fear not to meet expectations of people around, problems and fears in the relations with teachers, fear of a situation of examination. Also at children, low physiological resilience to stress is revealed.

It is possible to draw a conclusion that children have fears, connected with various forms of life in school. Also existence of fears somewhat emotional a condition of the child against which his social contacts (first of all with contemporaries), there are negative emotional experiences of the situations interfaced to need of self-disclosure, presentation to another, demonstrations of the opportunities; negative attitude and experience of alarm in situations of check (primarily public) knowledge, achievements, opportunities; the general negative emotional background of the relations with adults at school reducing success of training of the child; the features of the psychophysiological organization reducing adaptability of the child to situations of stress character.

Table 4 – Comparative data of Varga and Stolin test

Type of relationship	Acceptance/ Rejection of child	Cooperation	Symbiosis	Authoritative Hyper Socialization	The Little Loser
EG	8.4	8.4	41.6	25	16.6
CG	25	33	25	8.3	8.3

The results of the study show that most of the parents in the Control Group (CG) accept their kids. The entirely different situation is in Experimental Groups where most families tend to reject their upbringing.

According to conducted research and compared results among two groups it is possible to tell that most common style of parental relation is “symbiosis” (41.6% in EG and 25% in CG), which means the parental tendency to come into close, intense emotional contact with the child, to participate in all trifles of his life.

16.6% of participants in EG demonstrated a type of “bad” family relationship known as parental style “little looser.” It is rejecting with elements of an infantilization and a social invalidation - emotional rejection of the child, the low value of his individual and personal needs and values. Growing up in “incomplete family” is a critical factor of difficulties in adolescent socialization.

Family life – the social category in which we observe all features of the interpersonal relations - conflict situations and their decision, difficulties in communication. The many factors have an impact on wellbeing in a family. Family education, being the leading factor of socialization of the personality, acts as defining and information to the child in his search for problem-solving strategy in stressful life situations. A family one of the main factors which are having a massive impact on the child: vital self-determination, physical, mental and social development. Therefore it is necessary to improve the education of children in a family and to warn the pedagogical mistakes of parents. The knowledge of typical features of family education will help to avoid any misunderstanding in the relationship with own children. In the education of the child of the younger school-age interaction of a family and school which joint activity promotes the development of qualities of his personality is necessary. It is possible to reach it in the course of direct interaction of a family and school, enrichment of parents necessary knowledge of age and psychological features of children by education and prevention, identification of shortcomings of family education and its possible correction. In our study, we analyzed theory and methodological approaches of family education problem; studied features of the progress of primary school students and revealed the factors

influencing it. Various reasons cause the reasons for the unsatisfactory progress of younger school students. Family education belongs to the group of social factors which, eventually, lead to the psychological reasons. Also, we conducted empirical research, analyzed results, drew conclusions. Uneasiness is revealed at 36,6% of children, in the selection of school students. We defined that family factors cause the uneasiness of children of primary school age. The low self-assessment makes children feel uncertain, lonely and unprotected. Even child is gifted and talented but doesn't feel family support. The low level of a self-assessment is the primary predictor of excessive suspiciousness, uneasiness, shyness, uncertainty in itself. We established interrelation of styles of the parental relationship with the progress of school students. Acceptance style positively influences progress, rejection style positive influence on the progress of style "cooperation", "authoritative hyper socialization" style is negative, also revealed influences progress negatively, excessive control of the child causes opposite (adverse) effect of its success in study, "little loser" style also has negative impact. The perception of the child as "unsuccessful," belittling of its advantages and abilities negatively affects the progress of the child. We found out that success level in the study depends on such parameters as uneasiness, the school student's self-assessment, the style of the parental relationship in the school student's family. At the same time style of the family, the relation has a direct impact on the development of uneasiness of the younger school student. Thus, destructive types of family education have the negative impact on the progress of children of primary school age.

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А. А. Карабалина<sup>1</sup>, Ж. А. Майдангалиева<sup>2</sup>, Г. Б. Сатыгалиева<sup>1</sup>,  
Г. А. Ахметалина<sup>3</sup>, Дашгин Махаммадли<sup>4</sup>

<sup>1</sup>Қ. Жұбанов атындағы Ақтөбе өңірлік мемлекеттік университеті, Қазақстан,

<sup>2</sup>С. Бәйішев атындағы Ақтөбе университеті, Қазақстан,

<sup>3</sup>МКҚҚ Ақтөбе сервис колледжі, Қазақстан,

<sup>4</sup>Баку мемлекеттік университет, Баку, Азербайжан

### БАЛА – АТА-АНА ҚАТЫНАСЫ КІШІ МЕКТЕП ОҚУШЫЛАРЫНЫҢ АКАДЕМИЯЛЫҚ ЖЕТІСТІККЕ ЖЕТУІНІҢ НЕГІЗГІ ФАКТОРЫ РЕТІНДЕ

**Аннотация.** Жоғарыда аталған мақалада кіші мектеп оқушыларының оқу жетістігінің мәселелеріне талдау жүргізілген. Оқу және тәрбиелеуде процессінде жетістікке жету педагогтардың, балалар мен олардың ата-аналарының бір тұтас жетістігін анықтайды. Оқуда және тәрбие процессінде жетістікке жету туралы қатысушылардың ең болмағанда біреуі табыс және қуаныш сезімін басынан кешіргендер ғана айта алады. Психология және педагогика аймағындағы көптеген зерттеушілерді аталған зерттеу тақырыбы аз зерттелгендігімен назарын аударып отыр. Мұның өзектілігі білім беру жүйесі практикасында аз жүзеге асуында болып отыр. Бұл әсіресе оқушының қазіргі мектепте оқуға психологиялық дайындығы мәселесін және баланың оқуда жетістікке жетудіндегі ата-ананың ролін анықтайды. Мақалада кіші мектеп оқушысының оқуда жетістікке жетуінің әлеуметтік-психологиялық шарты ретінде отбасына жүргізілген эмпирикалық зерттеулер нәтижелері берілген. Зерттеулерден анықталғаны, отбасындағы бала және ата-ана арасындағы өзара қатынас баланың жалпы психологиялық жағдайына үлкен әсерін, сонымен бірге мектепте баланың оқу жетістік деңгейіне және оқу үлгеріміне тигізетін әсері анықталды.

**Түйін сөздер:** IQ, мотивация, кіші мектеп оқушысы, ата-ана қатынасының стилі, білім беру.

А. А. Карабалина<sup>1</sup>, Ж. А. Майдангалиева<sup>2</sup>, Г. Б. Сатыгалиева<sup>1</sup>,  
Г. А. Ахметалина<sup>3</sup>, Дашгин Махаммадли<sup>4</sup>

<sup>1</sup>Актюбинский региональный государственный университет им. К. Жубанова, Казахстан,

<sup>2</sup>Университет Баишева, Ақтөбе, Казахстан,

<sup>3</sup>ГКҚП Актюбинский колледж сервиса, Казахстан,

<sup>4</sup>Бакинский государственный университет, Баку, Азербайджан

### ДЕТСКО-РОДИТЕЛЬСКИЕ ОТНОШЕНИЯ КАК КЛЮЧЕВОЙ ФАКТОР АКАДЕМИЧЕСКОЙ УСПЕШНОСТИ МЛАДШИХ ШКОЛЬНИКОВ.

**Аннотация.** В статье проведен анализ проблемы успешности обучения младших школьников. Успешность обучения и воспитания в педагогическом процессе в целом определяется успешностью педагогов, детей и их родителей. Об успешности процесса обучения и воспитания следует говорить только тогда, когда хотя бы один из его участников переживает или пережил чувство радости и успеха. Данная тема исследования притягивает внимание многих исследователей в области психологии и педагогики и изучена незначительно. Ее актуальность заключается еще и в том, что проблема, поднимаемая нами в этом исследовании, также имеет малую реализацию в практике образования. Особенно это касается проблемы психологической готовности к обучению в школе современных школьников и выявления роли родителей в процессе успешного обучения детей. В статье представлены результаты эмпирического исследования семьи, как одного из социально-психологических условий успешности обучения младших школьников. Выявлено, что взаимоотношения родителей и детей в семье имеют большое значение для общего психологического состояния ребенка, а также оказывают значительное влияние на успеваемость и на уровень успешности обучения ребенка в школе.

**Ключевые слова:** IQ, мотивация, младшие школьники, стиль родительского отношения, образование.

#### Information about authors:

Karabalina Aksaule Alipkaliyevna – candidate of psychological sciences, associated professor of K. Zhubanov ARSU, Kazakhstan, Aksaule2011@mail.ru; 0000-0002-2684-6560

Maydangalievna Zhumagul Aldiyarovna – Senior Lecturer of faculty of Pedagogics of Preschool education and upbringing department, Candidate of Pedagogical Sciences, Aktobe University named after S. Baishev, Kazakhstan; maydangalievna@mail.ru; 0000-0003-3189-8880

Satygalieva Gulzipa – Senior Lecturer of K. Zhubanov ARSU, Department of psychology and pedagogy, Master of Art in Psychology; gulzipa\_81@mail.ru;

Ahmetalina Gulnara – Aktobe College of Service, Aktobe, Kazakhstan; gulnaraahmetalina74@mail.ru; 0000-0003-4516-7309

Dashqin Mahammadli – Baku State University, Faculty of Library and information, Teacher of library resources and information retrieval systems, PhD Student; dashqin.muhammedli@mail.ru; 0000-0002-6875-8091

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**ISSN 2518-1467 (Online), ISSN 1991-3494 (Print)**

<http://www.bulletin-science.kz/index.php/ru/>

Редакторы *М. С. Ахметова, Т. М. Апендиев, Д. С. Аленов*  
Верстка на компьютере *Д. Н. Калкабековой*

Подписано в печать 29.11.2018.  
Формат 60x881/8. Бумага офсетная. Печать – ризограф.  
16,5 п.л. Тираж 500. Заказ 6.