

**Marek URBANIK<sup>1</sup>**

## **FAMILY AND ITS IMPACT ON CHILDREN'S EDUCATION**

Nowadays, the number of young people who enter the criminal route increases (thefts, robberies, drugs, etc.). The reason for this is the most frequently carried out inadequate process of bringing up a child in the family. Therefore, as part of this work, it was decided to present the most important educational functions that the family must meet in order to ensure that the process of upbringing was carried out correctly. The family is the most basic institution in all societies. Each member of this institution gains individual experience in the field of living together. Former reformers of education recognize that along with the dissemination of education, the educational role of the family will be reduced. However, reality has shown that this direction of thinking was wrong. It turned out that no educational system is able to replace the family. Families cannot be replaced by any educational system because the family has a strong emotional background, a personal attitude and natural parental love for the child, as well as the child's natural trust in the parents. This can be evidenced by the child's deep experiences in the event of the loss of parents or the emotional constraints of their relationship or family breakdown. The article also presents the basic definitions of the family. The educational function of the family has been described.

**Keywords:** family, family functions, family definition, upbringing.

### **1. INTRODUCTION**

The topics related to the family are very extensive and diverse. Such a wide range of topics related to the family is the result of the family being made up of individuals with a great wealth of physical and mental characteristics (which can mutually exclude or complement each other) and a social group that mediates between the individual and the wider society. This experience is strengthened by own feelings as well as experiences. Family members: parents, children and other people, live in a world created by them in the environment of feelings, ideas, actions, moral commands, etc. Some life experiences are more personal and individual, others more social, but it is difficult to separate them. In the family, there is a continuous exchange of experiences and an inflow of feelings of different types and degrees of intensity. The family is a difficult and at the same time important subject of scientific cognition. Depending on the degree of this knowledge, it is important to develop

---

<sup>1</sup> Mgr inż. Marek Urbanik, Politechnika Rzeszowska, al. Powstańców Warszawy 6, 35-959 Rzeszów; e-mail: marekurbanik@vp.pl.  
Marek Urbanik, MSc Eng., Rzeszow University of Technology, al. Powstańców Warszawy 6, 35-959 Rzeszów; e-mail: marekurbanik@vp.pl.

conclusions based on which the family can perform certain functions more effectively. Intimacy of family life causes that it does not turn out to be a researcher directly and is subject to constant changes as a result of changing external factors.

In the family, an institution should be seen not only in the sense that it has its place and functions in society, that it should have legal guarantees enabling it to fulfil its tasks, maintain durability and the impact expected of it, but also in the sense that it is above the will of individuals, whims of marriages, decisions of social and governmental organisms<sup>2</sup>.

## 2. DEFINITION OF THE FAMILY

The term "family" can be found both in colloquial language as well as in the practice of human social life and in various fields of science. The Polish term "family" comes from the word "give birth". Its priority role in social life was emphasized in Aristotle's antiquity. August Comte, who is considered the creator of sociology, argued that the family is the basic and most important social group on which the entire society is based<sup>3</sup>. The concept of the family has changed over the course of human history. Initially, before the industrial revolution, depending on the place on the map, there were different types of families. Wherever the basis of existence was agriculture, people lived mostly in large, multi-generational communities, under one roof with uncles, aunts, in-laws, grandparents, grandmothers and cousins. All this collectivity to a greater or lesser extent was self-sufficient. All these people produced and then consumed the goods they created. Such a production unit was called a combined family in India, in the Balkan countries for another and in Western Europe it was a multi-generational extended family<sup>4</sup>. In a general sense, the family is understood as a married couple with children who live in a common home running a household together<sup>5</sup>. It is characterized by an emotional bond, a formal tie, which defines the mutual relations and duties of parents and children, marital bond, material and housing community together with a set of functions performed by it. Various definitions of the family can be found in the literature. According to the dictionary, the family is defined as a social group made up of persons connected with each other by bonds of marriage, parenthood, kinship, affinity or adoption. It is a primitive and small group, connected by a strong emotional bond in which there are frequent and direct contacts, among them we can distinguish the following families<sup>6</sup>:

- a) polygamous – more than two family members,
- b) monogamous – only two family members,
- c) endogamous – family members are from the same social group,
- d) exogamous – family members are from other social groups.

Each family has its own structure, through which it is understood the number and quality of family members, the arrangement of their position and social roles, spatial location,

---

<sup>2</sup> A. Szafrńska, *Zadania rodziny chrześcijańskiej w świecie współczesnym*, Synod Biskupów 1980 r., Warszawa 1986. Przemówienie Ojca Świętego Jana Pawła II do Rady Sekretariatu Generalnego Synodu Biskupów w dniu 23 lutego 1980 r.

<sup>3</sup> T. Plich I. Lepalczyk, *Pedagogika społeczna*, Warszawa 1995.

<sup>4</sup> Z. Zaborowski, *Rodzina jako grupa społeczno-wychowawcza*, Warszawa 1980.

<sup>5</sup> M. Garbowska, *Rodzina szczęśliwa, czyli jak wychowywać, by nie dopuścić do poczucia osamotnienia dziecka w rodzinie*, „Psychologia i Rzeczywistość”, 2003, nr 3.

<sup>6</sup> <http://socjologia2005.webpark.pl/slownik.htm> (dostęp: 1.12.2017 r.).

strength and ties connecting individual family members. The family in sociological terms is the primary primary group composed of spouses and children, and the general relatives of each spouse. The family is also defined by two types of relationship: father – mother; parents – children. In this case, it means permanent, legalized sexual relations (marital) of two partners, giving life to their children and making them addicted to each other. Sometimes we deal with a family that is constituted as one of the parents (father or mother), or a married couple, or a non-legalized relationship, called a concubinage. Also often we are dealing with a foster family, which are distant relatives or completely foreign people<sup>7</sup>.

The definition of a family according to M. Jurczak is as follows: "A family is a basic educational unit composed of spouses or spouses and children, including all relatives of both spouses". According to Jurczak, the family should be subject to the total equality of both spouses. They should cooperate for the good and satisfaction of its needs. It is especially important for the spouses to look after the children and to bring up their children properly<sup>8</sup>. Otherwise, the family is defined by the American sociologist Charles Harton Cooley<sup>9</sup>. According to him, the family is a primary group, just like a play group, school class or neighbors. He based his claims on observing his own family and systematically analyzing the behavior of his children, trying to check many assumptions and assertions made by other scholars. Talcott Parsons<sup>10</sup>, also an American sociologist, claims that a family is a group in which social inheritance takes place, or transferring existing social values and place in society, the cultural system and the class system. The family was characterized by him as the main place where the newly born person is socializing, where relatives play the strategic roles of socializing factors. The unity of interacting personalities sees the family of E. Burges. He draws special attention to the psychological side of the relationship which is the family. In his opinion, in the family the most important are the attitudes of individual members and their adaptation to life in the family. Zygmunt Bouman, on the other hand, regards the family as a group that is a socially approved way of living together. According to him, the family:

- a) consists of people connected by what the social custom considers to be a blood relationship, marriage or adoption,
- b) consists of members cooperating with each other within the framework of a socially known internal division of roles,
- c) living under the same roof.

Polish sociologist J. Szczepański believes that the family is a "social group made up of people connected by a marriage relationship and a parents-children relationship. Family members usually live under one roof and form a single household that can cover two or more generations. The family is based on constant patterns of conduct and patterns of mutual interactions. Members' roles are defined not only by mutual emotional engagement but also by wider communities: the state, the church, the local community and various other special care institutions for the child or mother, watching over the roles of husband, wife, father, mother, children, etc."<sup>11</sup>

---

<sup>7</sup> S. Kawula, J. Brągiel., W. Janke, *Pedagogika rodziny*, Toruń 1999.

<sup>8</sup> M. Jurczak, *Leksykon. Wyrazy trudne, ważne i ciekawe*, Warszawa 1977.

<sup>9</sup> W. Mlonka, *Rodzina: jej funkcje, zadania i przemiany*, <http://www publikacje.edu.pl/publikacje.php?nr=1797> (dostęp: 1.12.2017 r.).

<sup>10</sup> *Ibidem*.

<sup>11</sup> J. Szczepański, *Elementarne pojęcia socjologii*, Warszawa 1963.

On the other hand, M. Sherif, a social psychologist, says that the family is a group "which is a social formation and consists of a certain number of individuals in certain positions, roles in relation to each other and which has its own system of values and norms regulating individual behavior in matters of importance for the group, and therefore parents and children appear in specific roles and occupy certain positions in the internal structure of the family"<sup>12</sup>.

On the other hand, Z. Tyszka proposed his definition concerning the family from the point of view of the group and the ties that this group brings together. In his opinion, the family is "a group of people related to each other by a bond of marriage, kinship, affinity or adoption"<sup>13</sup>.

The author of the next definition is J. Rembowski, who describes the family as a "small and at the same time primitive group with a specific organization and a specific set of roles between particular members, connected with moral responsibility, aware of their own distinctness, having their traditions and habits, combined with love and accepting one another"<sup>14</sup>.

As you can see there are many definitions of the family. Only the ones that are most commonly found in literature are mentioned above. Unambiguous definition of the family definition is very difficult. But in a general way, a family can be called a married couple with children. It is also worth emphasizing that the family as an institution is found in all cultures and epochs.

Regardless of what definitions of the family we adopt, we can distinguish the basic types of families:

- a) a full family – also known as a natural family. This is the most common type of family. This type of family consists of a father and mother and children who are brought up together by both parents. Such a family has the best chance to fulfill their educational task and to become a model family that is characterized by permanent bonds of all its members,
- b) a broken family is a family that has not formally been dissolved but no longer functions as a family. Generally, a family that has ended its existence is considered a broken family. But this ending did not occur naturally, i.e. by the death of one or both spouses, but it happened through divorce,
- c) substitute family – it provides legal protection for a child from an orphanage. Unlike adoption, in the case of a foster family it is not necessary to deprive the parental rights of biological parents. Such a family is fully responsible for the child it looks after and has the responsibility to maintain contact with biological parents. We share substitute families due to:
  - relatedness of carers and children: unrelated foster family and foster relatives family,
  - number of adopted children: a substitute family – a family that looks after one or two children and a foster family – it is a family that looks after at least three children.

<sup>12</sup> T. Pilch, I. Leparczyk, *Pedagogika społeczna*, Warszawa 1995.

<sup>13</sup> S. Kuwala, J. Brągiel, *Pedagogika rodziny*, Toruń 1999.

<sup>14</sup> W. Pomykało, *Encyklopedia pedagogiczna*, Warszawa 1997.

Of course, the above types of foster families can be combined to form a related relatives family, for example. This happens when the court has granted protection to at least three children, who in turn are related to one of the guardians.

For example, a reconstructed family is a family type resulting from a new marriage of a lonely spouse. Most often in such a family, parents already have children from previous relationships, and become new parents for the children of their new spouse. In a family of reconstructed connections are more complicated than in a traditional family. People who form a reconstructed family have different traditions, customs and they are the source of a positive or negative factor in the formation of a new family. Therefore, it is necessary to redefine family roles and the boundaries between the newly formed family and the environment. We divide the reconstructed family into a family reconstructed stepmother, a family reconstructed by a stepfather, a family reconstructed with common parents, a reconstructed family, a family of "Sunday stepmother".

Between the traditional and reconstructed families there is a difference in terms of communication. Such communication between people is built by dyads, ie relations between two people. In a traditional family, such a diadem is created by the spouses, and in a reconstructed family the dyad is a parents-child pair. The family must be fully integrated to recreate strong family ties, and the integrating factor may be the joint child of new parents<sup>15</sup>. A kind of family is also a family home. It is an educational center for children deprived of parental care and youth up to the age of eighteen. Such a center is organized in natural foster families, in adapted family homes. Certain kind of family is also a family child home child. It is an educational center for children deprived of parental care and youth up to the age of eighteen. Such a center is organized in natural foster families, in adapted family homes.

### 3. EDUCATIONAL FUNCTION OF THE FAMILY

The family as an educational group, affects children through the very fact of participating in her life. Regardless of whether parents have adequate pedagogical knowledge or not and whether these models are or are not socially approved – the educational process takes place in the course of everyday life<sup>16</sup>. However, before considering what educational functions a family has to do, it is necessary to consider what is upbringing. Henryk Smarzyński cites several definitions of education. The concept of upbringing defines it as:

- a) the influence of parents, educators on children and young people, as well as on older people through example of behavior, actions through deeds, verbal, explanatory and explanatory instructions.
- b) transferring experiences to the young generation by parents, teachers, older people from the social environment.
- c) preparing young people for a specific profession and performing certain professional functions through vocational training at a master, at a vocational school, at post-

---

<sup>15</sup> E. Jundziłł, *Rodzina zrekonstruowana we współczesnej Polsce*. Rozdział zawarty w książce pod red. J. Żebrowskiego *Rodzina Polska na przełomie wieków. Przeobrażenia – zagrożenia – patologie*, Gdańsk 2002.

<sup>16</sup> J. Judycka, *Funkcje i zadania rodziny jako środowiska dydaktyczno-wychowawczego*; opublikowany na stronie „Publikacje edukacyjne”, <http://www.publikacje.edu.pl> (dostęp: 1.12.2017 r.).

secondary vocational studies, at vocational studies in technical, agricultural, medical, economic, legal, teaching and artistic high schools, etc.<sup>17</sup>

The educator plays the main role in the process of education. In the case of a family, such educators are parents, that is the Father and the Mother. The task is to stimulate the child to act when the action has positive effects and to inhibit the child's actions that lead to negative effects. Performing the function of an educator is difficult because usually the effects of the decision are not immediately visible. These effects are visible only after a certain period, it can be several days, weeks or even months. An important role in the education process is the authority of parents<sup>18</sup> (Fig. 1).

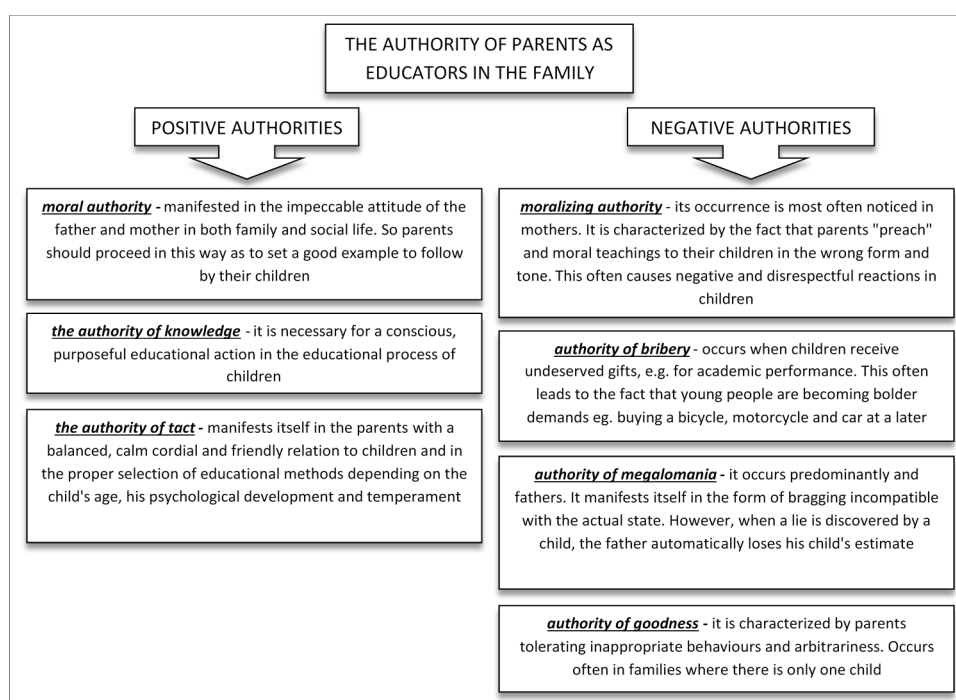


Fig. 1. Positive and negative authority of parents as educators in the family

Ideal conditions for the proper upbringing of children are when parents have only positive authorities. However, in reality it is not. Therefore, the parents' task for the good of their child is to strive to show as little negative authorities as possible and as many positive ones as possible. Parents – educators, in addition to possessing the characteristics of positive authorities, should also have basic knowledge in the developmental psychology of children and adolescents. Such knowledge will allow them to have a proper educational influence because the child undergoes transformations during development, i.e. others are in pre-school, elementary and adolescence (adolescence) age. According to Józef Augustyn, in

<sup>17</sup> H. Smarzyński, *Wychowanie w Rodzinie*, Warszawa 1978.

<sup>18</sup> *Ibidem*, p. 57–58.

order to properly carry out the whole process of raising a child, parents should<sup>19</sup>: devote their time to children, build authority, show confidence, try to understand their children's world, introduce children to spiritual life, respect the work of children, give their children the principles of family life, learn children of art struggle with adversities, help their children discover the joy of life, build a friendship with their children, etc.

In addition, Henryk Smarzyński suggests that the family should provide upbringing in three basic aspects mental, moral and esthetic<sup>20</sup>.

Mental education involves the transfer of knowledge through shaping skills. It starts when you learn a child's speech. The next stage is the school period. Teachers transferring knowledge and shaping skills, influence students' didactic content, their attitude towards knowledge and professional work. Generally speaking, the aim of mental education is to develop the child's intellectual sphere, which is to lead to the fact that in the future it will be able to independently manage its own cognitive and practical activity.

An equally important role is played by moral education. It is about developing in the unit traits that facilitate her intercourse with other people. The decisive influence on proper moral education is the well-functioning family, which is characterized by good parenting attitudes and parents' authority. The basic purpose of moral education according to Muszyński is to shape those attitudes of man that affect the general benefit of society. Moral development should include two phases, ie the development of moral behavior and the development of moral concepts. But knowing only the moral principles alone does not guarantee good moral education. The reason for this is that behavior is motivated by other factors than knowledge. Therefore, the phase of intellectual learning of moral concepts, principles of what is good and what is bad in an abstract, verbalized form is also necessary for moral development. However, the effectiveness of this science must wait until a person is capable of intellectual generalization and transferring the rules of conduct from one situation to another.

The family also undertakes activities aimed at education through art. The child, along with the development of speech, interacts with culture by listening to fairy tales, legends, stories, etc. Speaking of upbringing through art, one must first of all shape people through various contacts with works of art created by artists from different eras. Each of the arts has its own place in the process of forming people, not only beautiful arts, although a great deal of interest was devoted to them. However, the most important is thinking about art from a domain and historical perspective. It affects the pedagogical tradition in this area. The best example may be the literature taught in schools as a recurring circles of literary history, as well as knowledge of the visual arts.

The family, in order to perform its educational functions well, must have certain permanent functional features towards the child. Namely, the family should<sup>21</sup>:

- meet basic human needs,
- communicate to the child the cultural achievements of society by mediating in the child's broadcasting of the significance of objects and phenomena from the environment,
- provide the child with models and personal patterns in specific situations of everyday life,

---

<sup>19</sup> J. Augustyn, *Jak kochać dzieci? 12 zasad rodzicielskiej miłości*, Częstochowa 2002.

<sup>20</sup> H. Smarzyński, *Wychowanie...*, p. 108–129.

<sup>21</sup> M. Przetacznikowa, Z. Włodarski, *Psychologia wychowawcza*, Warszawa 1981.

- provide children with a specific system of social values and norms,
- constitute the area of socialization of the child by accepting tasks from the child, which go beyond his or her needs,
- be for the child an experimental field, where it will test its strengths and abilities, finding a support and reference point not only in parents but also in other family members.

The family should fulfill educational functions in such a way that the child can always count on help and support from all family members. It should also be remembered that a child, regardless of their age, finds in the family an opportunity to learn a certain amount of norms and rules of conduct. He also draws patterns from the family, which he can then imitate.

The following tasks are before the family as an educational institution:

- a) providing conditions for proper physical and intellectual development of the child,
- b) satisfying the emotional needs of the child and enriching his emotional life by developing positive dispositions in him and "extinguishing the negative",
- c) instilling in the child socially acceptable moral rules and norms,
- d) preparing the child for independent living,
- e) learning how to organize your own life with the needs and conditions created by social reality,
- f) tempering character and strong will by immunizing when encountering difficulties and failures,
- g) awakening in the child a sense of personal dignity and a sense of national dignity, so important and valuable always, and especially now, when the sphere of contacts with other countries expands,
- h) teaching the child how not to make the same errors twice by developing the disposition to improve oneself,
- i) shaping the ambition and aspirations of the child but at the level of the child's potential, without falling into complexes or – which is even worse – self-admiration, conceit, so-called buffoonery, disrespect or exaltation above other people,
- j) learning moderation and modesty, which if false and apparent, is an authentic determinant of values, defines what is called a large human format,
- k) teaching tolerance for all differences of opinion (provided that they are not harmful or socially dangerous) and individual characteristics, interests and aspirations,
- l) developing patriotic feelings, respect for national traditions, their contribution to the general culture, attitudes of readiness to fight for security, good name and position in the world of their own state.

It should be emphasized here that there are families who leave most of the abovementioned tasks to other institutions, in particular to the school, because they believe that this is their duty. This way of thinking is wrong, because no other institution apart from the family will inculcate the child with the moral principles that it will follow later in life. Even if the biggest efforts of parties such as schools do not bring any results, if there is no interest on the part of parents.

The educational function of the family is interestingly presented by John Paul II, in a letter to families<sup>22</sup>. This author points out the importance of truth and love in the process of education, which in time lead to self-education of the child.

<sup>22</sup> Jan Paweł II; *List do rodzin GRATISSIMAM SANE*: z okazji Roku Rodziny 1994.



The role of the family in raising a child is the most important, because it is the family that is the first school that prepares a person for life in society. It is through upbringing in the family that the child learns basic moral values. He learns to distinguish between good and evil and assimilates patterns to follow in the future. In the family of children, they experience their first joys and sorrows and enter the adult life through the family. The family's educational tasks are becoming more and more difficult. This difficulty is mainly caused by too rapid social and economic changes, which more and more families cannot keep up. Raising children is even more difficult in families where both parents work. Mostly, grandparents or older siblings take up the education. In fact, it often happens that in a given family no one supervises the behavior of children. This often causes disorders in the child's development, which causes failure in learning and the breakdown of the child's life plan. Most often it ends with the fact that the child enters the crime path, in other words, it is unsuitable for life in society.

#### 4. CONCLUSION

An essential condition for the functioning of the whole society as a state is the properly organized life of every family. That is why the family affairs are now being given more and more attention. The functions of the family were and still constitute a fundamental indicator of the quality of life of society as a whole. However, family functions are, unfortunately, not permanent structures. Disruptive factors appear, disorganizing its proper functioning. The contemporary family undergoes transformations that are caused by the pace of industrialization and urbanization, which forces its members to adapt and participate in the new conditions of social coexistence and the market economy. Increasing unemployment, decline in real wages, increasing social pathology, lack of housing – cause dysfunctionality of the family, especially in the sphere of economy and living, which also limits the implementation of its caring and educational functions. As a result of the vision of unemployment, the lack of life prospects and material deprivation of many families, there are difficulties in obtaining sufficient means to meet the needs of both children and adults.

#### REFERENCES

1. Akerman W., *The psychodynamics of family life*, Publishers Basic Books, New York 1959.
2. Augustyn J., *Jak kochać dzieci? 12 zasad rodzicielskiej miłości*. Edycja Świętego Pawła, Częstochowa 2002.
3. Garbowska M., *Rodzina szczęśliwa czyli jak wychowywać, by nie dopuścić do poczucia osamotnienia dziecka w rodzinie*, „Psychologia i Rzeczywistość” 2003, nr 3.
4. Jan Paweł II; *List do rodzin GRATISSIMAM SANE*: z okazji Roku Rodziny 1994.
5. Jundziłł E., *Rodzina zrekonstruowana we współczesnej Polsce*. Rozdział zawarty w książce pod red. J. Żebrowskiego *Rodzina Polska na przełomie wieków. Przeobrażenia – zagrożenia – patologie*. Wydawnictwo Uniwersytetu Gdańskiego, Gdańsk 2002.
6. Jurczak M., *Leksykon. Wyrazy trudne, ważne i ciekawe*, Warszawa 1977.
7. Kuwala S., Brągiel J., *Pedagogika rodziny*, Wydawnictwo Adam Marszałek, Toruń 1999.
8. Pilch T., Leparczyk I., *Pedagogika społeczna*, Wydawnictwo „Żak”, Warszawa 1995.
9. Pomykało W., *Encyklopedia Pedagogiczna*, Fundacja Innowacja, Warszawa 1997.
10. Przetacznikowa M., Włodarski Z., *Psychologia wychowawcza*, PWN, Warszawa 1981.

11. Smarzyński H., *Wychowanie w Rodzinie*, Zakład Narodowy Imienia Ossolińskich, Wrocław, Warszawa, Kraków, Gdańsk 1978.
12. Szafrńska A., *Zadania rodziny chrześcijańskiej w świecie współczesnym*, Synod Biskupów 1980 r. Instytut wydawniczy PAX, Warszawa 1986 r. Przemówienie Ojca Świętego Jana Pawła II do Rady Sekretariatu Generalnego Synodu Biskupów w dniu 23 lutego 1980 r.
13. Szczepański J., *Elementarne pojęcia socjologii*, Warszawa 1963.
14. Zaborowski Z., *Rodzina jako grupa społeczno-wychowawcza*, Warszawa 1980.

#### INTERNET SOURCES

1. Judycka J., *Funkcje i zadania rodziny jako środowiska dydaktyczno-wychowawczego*; opublikowany na stronie „Publikacje edukacyjne”, <http://www.publikacje.edu.pl> (dostęp: 1.12.2017 r.).
2. Mlonka W., *Rodzina: jej funkcje, zadania i przemiany*, artykuł opublikowany na stronie <http://www.publikacje.edu.pl/publikacje.php?nr=1797> (dostęp: 1.12.2017 r.).
3. Słownik pojęć z socjologii umieszczony na stronie <http://socjologia2005.webpark.pl/slownik.htm> (dostęp: 1.12.2017 r.).
4. Strzelecka A., *Rodzina i jej funkcje wychowawcze*: opublikowany na stronie „Publikacje edukacyjne”, <http://www.publikacje.edu.pl> (dostęp: 1.12.2017 r.).

#### RODZINA I JEJ WPŁYW NA WYCHOWANIE DZIECKA

W obecnych czasach wzrasta liczba młodzieży, która wchodzi na drogę przestępczą (kradzieże, rozboje, narkotyki itp.). Przyczyną tego jest najczęściej przeprowadzany w nieodpowiedni sposób proces wychowania dziecka w rodzinie. Dlatego w ramach tej pracy postanowiono przedstawić najważniejsze funkcje wychowawcze, jakie musi spełniać rodzina, aby proces wychowania przebiegał prawidłowo. Rodzina jest najbardziej podstawową instytucją we wszystkich społeczeństwach. Każdy członek tej instytucji zdobywa indywidualne doświadczenie w zakresie wspólnego życia. Dawni reformatorzy wychowania uważali, że wraz z upowszechnianiem oświaty będzie się zmniejszała rola wychowawcza rodziny. Jednak rzeczywistość pokazała, że ten kierunek myślenia był błędny. Okazało się bowiem, że żaden system oświatowy nie jest w stanie zastąpić rodziny. Rodziny nie można zastąpić żadnym systemem oświatowym, ponieważ w rodzinie istnieje silne podłoże emocjonalne, osobisty stosunek i naturalna miłość rodziców do dziecka, jak również naturalne zaufanie dziecka do rodziców. Dowodem tego mogą być głębokie przeżycia dziecka w wypadku utracenia rodziców lub ograniczenia emocjonalnego z nimi związku lub na skutek rozbitcia rodziny. W artykule przedstawiono również podstawowe definicje rodziny. Opisana została też funkcja wychowawcza rodziny.

**Słowa kluczowe:** rodzina, funkcje rodziny, definicja rodziny, wychowanie.

DOI: 10.7862/rz.2018.hss.61

Przesłano do redakcji: grudzień 2017 r.

Przyjęto do druku: czerwiec 2018 r.