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OBSAH

EDITORIAL

7

RECENZOVANÉ ČLÁNKY

THE ASSOCIATION OF THE COVID-19 PANDEMIC WITH SOCIAL EXCLUSION
OF THE SENIORS AND ITS IMPACT ON STUDIES AT THIRD AGE UNIVERSITIES

Kateřina Krupková, Iva Jedličková, Barbora Stráníková

11

RELATIONSHIPS WITH GRANDPARENTS AND THE QUALITY
OF LIFE OF GRANDCHILDREN

Elžbieta Napora

23

SOME ASPECTS OF CONTEMPORARY FAMILY TRENDS IN THE CONTEXT
OF WEAKENING INTERGENERATIONAL TRANSMISSION

Dagmar Kováčiková

37

EARLY SOCIAL LEARNING AND CONSTANCY IN CLOSE RELATIONSHIP

Petra Winnette

49

DISKUZNÍ PŘÍSPĚVEK

THE IMPACT OF CLUB ACTIVITY ON THE FAMILY LIFE OF SENIORS

Polonský Dušan

67

SDĚLENÍ Z PRAXE

PROČ VYUŽÍVÁME ŽIVOTNÍHO PŘÍBĚHU KLIENTA V NAŠEM ZAŘÍZENÍ?

Silvie Švecová

83

ZPRÁVA O VÝZNAMNÝCH UDÁLOSTECH

PROMĚNY RODINY: VÝZVY 21. STOLETÍ PRO POMÁHAJÍCÍ PROFESE

Vladimíra Kocourková, Edita Ondřejová

89

NAŠE RECENZE

RECENZE KNIHY NÁRODNOSTNÍ MENŠINY A MIGRACE V ČESKÉM SLEZSKU
A NA SEVERNÍ MORAVĚ VE 20. A 21. STOLETÍ

Jana Kočí

93

RECENZE VÍCEAUTORSKÉHO SBORNÍKU OBAVY A NADĚJE SOUČASNÉ RODINY.
TEORIE A PRAXE.

Vlasta Cabanová

95

Dear readers,

you are getting your hands on the next issue of the journal *Social Pathology and Prevention*. As is good practice, studies and articles related to current events are published in the magazine. They deal with problematic areas of social life in the context of education, important topics that resonate in the social sciences. In this issue, the authors respond with their contributions to the current situation in the period after the Covid-19 pandemic and analyze various aspects of the impact of the pandemic on the lives of seniors. In the crosshairs of the authors of the studies, the multigenerational family, the relationships of its members, and their influence on education, from the oldest members of the household to the youngest, are once again in the spotlight. They also deal with selected specifics and problems of today's education, working mothers, and the need for professional institutional support, as well as mothers raising children with special needs, such as children with autism spectrum disorders. By contributing to the discussion, the selected author tries to point out possible solutions affecting the quality of life of seniors in the postproductive age.

In the first study, the author focusses in more detail on the consequences of the social exclusion of seniors in the period after the Covid-19 pandemic. Lockdown meant reduced space for life, but paradoxically, often increased social distance. During the period of movement restrictions, older members of families suffered in a special way, especially in single-person households, but the quality and frequency of contacts in social care homes was reduced in a special way. The seniors, set aside for social isolation „in the interest of their own protection“, could not meet their family, which was for them a source from which they previously drew joy and thus gradually lost the motivation to live. Moreover, in a polarised social atmosphere, in which the culprits of the spread of the so-called crowns, often got into the burden position. They were left without contact with the loved ones they were used to, but also with friends, interests and education. They could not even meet their peers, whom many also met in activities of interest outside the family during their studies at universities of the third age, as the author of the first post analyses in more detail.

Another post also deals with grandparents, their position, and relationships within the current family. It is particularly focused on the multigenerational family, in which the author draws attention to various aspects of the weakening of the position of grandparents in the Central European family. Grandparental influence for personality formation is necessary in the upbringing of grandchildren, as the author states, for several reasons. At the same time, it brings closer the essence of intergenerational learning, its meaning, and roles in the family environment. It points to the importance of developing intergenerational activities and supporting interactions between grandparents and grandchildren in the family, as an important means and tool for their social learning and mutual enrichment. The educational actions of grandparents are understood as a transgenerational transfer of values, understood primarily as an enriching process necessary to maintain the continuity of society.

The study by the author, which analyses the social aspects of early education and the social development of an individual, deals with the importance of the optimal educational influence of an adult on personality formation. It begins with an analysis of personality development already in the prenatal period and continues intensively with the prescription of the child's interaction with adults throughout the entire period of childhood. The article draws attention to the quality of the child's relationship with the caregiver and their fundamental influence on the further social development of the personality and successful functioning in later life. The author tries to propose a new theoretical concept through primarily repeated, permanent interaction, in which the children would acquire the qualities that determine their success in interaction in adulthood. In the end, he draws attention to some risks of the absence of a primary caregiver in childhood, which can lead to some specific socialisation disorders.

In the discussion section of this issue, you can read about one of the possible alternatives for how seniors can continue to maintain and develop their hobbies and interests after retirement, which often play a more important role in the post-productive age than in the productive period and significantly help adaptation to senior age. As an example of good practice, the author presents an analysis and prescription of activity – in the case of the club activity of the retired military club in Liptovský Mikuláš. It is an organised and planned activity that allows seniors to participate in the sociopolitical, cultural, educational and sports life of society. This is a significant opportunity for wider social integration, maintaining adaptability and social inclusion of individuals.

The magazine also publishes contributions that capture important events; in this issue you can read a report from the institute's teachers about an important event – the annual international scientific conference on family issues, which took place in November at the Institute of Pedagogical and Psychological Sciences of the Faculty of Public Policy of the University of Silesia in Opave.

I wish you an interesting and inspiring read.

Vlasta Cabanová

	RECENZOVANÉ ČLÁNKY	
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THE ASSOCIATION OF THE COVID-19 PANDEMIC WITH SOCIAL EXCLUSION OF THE SENIORS AND ITS IMPACT ON STUDIES AT THIRD AGE UNIVERSITIES

Kateřina Krupková¹, Iva Jedličková¹, Barbora Stráníková¹

Abstract

This article focuses on social exclusion of the seniors due to the Covid-19 pandemic and its impact on studies at third age universities. First part is dedicated to old age and the process of aging with the senior needs and their quality of life being described. The problem of social exclusion due to the Covid-19 pandemic is given attention afterwards, as well as free time activities of the seniors and the potential for further studies. All of that in the context of the Covid-19 pandemic.

Keywords

Seniors, social exclusion, the Covid-19 pandemic, education, third age university

INTRODUCTION

In old age people begin to feel lonely, which may lead to social isolation or even social exclusion. Therefore, it is necessary to offer them various activities to make them feel fulfilled. Even in the senior age people need to feel useful and beneficial to the society and dedicate their free time to activities which fulfill them. Unfortunately, the Covid-19 pandemic has influenced each of us, but seniors the most. They could not meet their relatives and people of their age, and the feeling of loneliness became more intense (see Banu and Özgür, 2022). Some seniors lost motivation to continue with their activities, including their studies, or they lacked technical medium necessary for online education. Empiric survey in the form of non-standardized anonymous questionnaire in electronic and printed version among the seniors was used. The survey took place in the period of September – November 2021. The questionnaire focused on reasons of seniors to study, and the forms of studies during the Covid-19 pandemic. The results of this survey are presented in this article.

¹ Univerzita Hradec Králové, Ústav sociálních studií

Old age and aging

The old age or senium is the final period in life span; aging (senescence) is a physiological process affecting each individual. 'Aging is a complex, irreversible and dynamic process which affects all living organisms continuously from their conception by involutional changes.' It is a set of interconnected processes of biological, psychological, and social aging. Each individual registers these processes to a different extent. It is influenced by genetic endowment of an individual, but also by disorders and phenomena occurring in the surrounding environment of an individual. Přibyl mentions physiological and pathological aging. Physiological aging (i.e., healthy aging) is referred to as primary type of aging. It includes natural and common age-related signs creating a typical picture – the senile phenotype, which is a continuous process with acceleration after the age of 65. The secondary type of aging is pathological. This type of aging is associated with diseases, whereby the aging process is accelerated. Also, the disparity between calendar and functional aging as the calendar age is lower than the functional age, is considered pathological aging in some cases (Přibyl, 2015, p. 9–10).

The process of aging is affected by numerous factors, which can be described as inner and outer factors. Inner factors include genetic makeup, physical illness and psychological disorders, the individual's psychological makeup (e.g., character orientation, coping with stressful situations, life goals). Outer factors influencing aging include physical phenomena (e.g., work environment, living environment), chemical phenomena (e.g., skin complications) and social phenomena (e.g., quality of housing, financial security, education) (2015).

As it has been already mentioned, old age is the final period in life span which terminates with death. It is a consequence of involutional changes which are determined both genetically and by other factors – diseases, lifestyle, living conditions. As far as the periodization of old age is concerned, the periodization of human age after 15 as formulated by the World Health Organisation (WHO) is generally accepted: the initial period of age from 60 to 74 is called early old age, senescence, followed by the period from 75 to 89 named as one's own old age, middle age, and the period covering the age of 90 and over is called longevity, patriarchy (Přibyl, 2015).

Venglářová (2007) also remarks that with older age numerous changes occur, both in the physical sphere (changes in appearance, thermoregulation, loss of muscle mass, activity of the senses, degeneration of joints, changes in the digestive or excretory system, etc.), psychological (memory impairment, difficulty in learning new things, incredulity, emotional instability, impaired judgement, lower self-confidence, changes in perception) and social (retirement, change in lifestyle, loss of loved ones and loneliness, financial difficulties).

Petřková and Čornaničová (2004) point out that the senior generation is more vulnerable than the younger generation. The reasons for vulnerability are poverty, ageism or segregation, prejudices, intergenerational conflicts, rapid changes in society, morbidity, loss of self sufficiency, senior abuse, or loneliness (due to loss of loved ones)

and others. The social image of older people becomes an important topic nowadays (see e.g. Klimczuk and Tomczyk, 2020).

Due to the constant development of the society, which (among other things) allows the life expectation to extend thanks to medical advances and healthy lifestyle, the senior age is becoming an important developmental stage in human life. Application of the lifelong wisdom as well as experience of the seniors, their know-how and high level of expertise leads to the possibility of increasing the economic potential in the society. The society may become competitive, and it may have higher chances to succeed in the globalized world. So that this potential of increasing number of older people is fully used, it is necessary to concentrate on two areas. One area being the health and the other one lifelong learning. Out of these two areas active participation in development of civil society, support of intergenerational dialogue and participation in the labour market develops. It is more than desirable to provide the seniors with an appropriate quality environment for their active participation in the society. The seniors belong to one of the vulnerable groups in their access to participation in the society, due to several negative barriers. These barriers are formed by deteriorating health condition, lower income, lower level of education, insufficient transport accessibility, complicated access to services, age discrimination and social stereotypes in old age (Čeledová et al., 2016).

Human needs and quality of life in old age

Adequate formulation of the needs of the seniors and the degree of their subsequent satisfaction has a significant impact on the experience of old age. A need may be described as a manifestation of some deficiency, a lack of something which is required to be eliminated (Příbyl, 2015). The American Psychological Association According to the American Psychological Association (APA, 2022, online), a need is a state of tension in the body that results from a lack of something necessary for survival, well-being, or personal fulfilment. Příbyl (2015) also remarks that satisfaction or non-satisfaction of the needs influences psychological activity of the individual (thinking, attention, volitional processes), and contributes to the formation of an individual's behavioural pattern. The fulfilment of needs has a social character. Activities leading to fulfilment of needs are embedded in the individual's social networks. The needs are not only the basic motive for maintaining balance within the body, but also the basic motive for maintaining balance between the person and the surrounding environment. The human needs may be divided into several areas. The first area is represented by biological needs including everything that our body needs (e.g., food and liquids, movement, sleep). The second area is formed by psychological needs, i.e., the need of security and certainty. The social needs belong to the third area as a person (social being) desires personal contact and communication with other people. The fourth area is dedicated to spiritual needs, especially the need for meaningful life and the need for forgiveness. The border between the mentioned needs is not definite. Some needs may overlap or complement each other – mainly psychological, spiritual, and social needs.

The senior needs are most often examined in the context of quality of life. The World Health Organisation defines the quality of life as 'an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards, and concerns' (WHO, 2022, online).

Petřková and Čornaničová (2004) remark that the quality of life may be understood as a specific concept of what brings an individual a sense of well-being and also satisfaction with life. The quality of life of the seniors includes social, biological, psychological, and spiritual aspects of life.

Přibyl (2015) emphasises that there are also other factors influencing the quality of life of the seniors. These are for example quality of social contacts (relationships with grown-up children, neighbours, friends), accessibility to health care, high quality and affordable housing, safety, awareness of what is happening around them, provided services etc. Petřková and Čornaničová (2004) add that one of the indicators of the quality of life is the availability of educational activities for the seniors. Educational activities are one of the most important factors to maintain the quality of life, as they activate intellectual and cognitive functions, strengthen mental and physical health and self-confidence (concerning connection between educational activities and quality of life see e.g. Mackowicz and Wnek-Godzek, 2018). One of the needs in old age is to be active and to feel useful, which significantly changes and often weakens with retiring. Educational activities are also an important indicator of social position. Personality development of an individual through lifelong education is a basic human right that needs, among other things, the support of the state and the entire society; on the other hand, personal assumptions, desire for self-realization and person's cognitive needs are also important. This is confirmed also by Bednaříková (2010) who states that one form of support to maintain the quality of life is education as it helps to develop and cultivate one's personality and adaptation to constantly changing conditions.

Social exclusion in old age

Exclusion means to exclude a person from the society. This exclusion may happen due to lack of finances, low level of education, absence of work; exclusion may also reflect the lack of interest of an individual or a certain group to participate in social events.

Giddens (2013) points out that social exclusion describes the reasons for some people being excluded from common functioning of human society. There are numerous factors which prevent individuals or groups from accessing the opportunities available to mainstream society.

In case of senior group of inhabitants, it is a priority to focus on current problems, which have a negative impact on their possible exclusion from society. At the community level, these problems can be summarized in several areas, which are specified, for example, by Čeledová et al.: It is necessary to enable the seniors to participate in formal and informal social life, to secure their safety, protection of health, appropriate living conditions, social and health services, as well as transport services. So that older people

can be integrated into society, it is a priority to minimize the persistent negative attitudes of society towards aging. Aging of the Population is usually put in the context of rising health and social care costs and increasing demands on the pension system. However, the contribution of the seniors to society is not sufficiently perceived or even discussed. Active participation of the seniors in social life is beneficial not only for this age group, but also for the whole society. Society may use their knowledge and experience, and on the contrary, participation in social events is important for the seniors, enabling them to establish new relationships, build respect and esteem and a sense of usefulness through their own self-realisation (Čeledová et al., 2016).

Zavázalová et al. (2001) describe social isolation as a loss of contact with the surroundings of the individual. The seniors depend on the society and social contacts, and the loss of them is very stressful. The situation when the senior lives alone and is not in touch with their family and acquaintances may result in social isolation. The author further remarks that, according to estimates, about 20 % of the seniors live in social isolation.

For social exclusion in general, prevention, i.e., prevention of this undesirable phenomenon, is essential, namely primary, secondary, and tertiary prevention. Primary prevention focuses on preventing phenomena within the entire population, secondary prevention focuses on individuals at risk of negative phenomena, and tertiary prevention focuses on individuals who have already experienced this undesirable phenomenon (Hartl, Hartlová, 2009). The prevention of social exclusion is especially important for the seniors, so that they do not experience loneliness and social isolation. It is necessary to offer them a wide range of activities they may become interested in, will participate in, and which enables them to improve social interactions and make new social connections. The Ministry of Labour and Social Affairs created the document 'Social Inclusion Strategy 2021–2030' which focuses on socially excluded people and people at risk of social exclusion. This document points out, among other things, that especially among elderly women living alone, the risk of social exclusion is up to 28.3 %. The aim of this Strategy is to enable the seniors to have a comparable quality of life to the rest of the population. Due to this reason, it is necessary to prepare such programmes to reduce the risk of social exclusion of the seniors (MPSV, 2020).

The Covid-19 pandemic and its association with social exclusion in old age

In 2019, an outbreak of infection caused by a new type of coronavirus emerged in Wuhan, China. This contagion began to spread rapidly to other regions of China and then to the world. The new type of coronavirus was later on officially recognised as SARS-CoV-2 by the World Health Organisation and the infectious disease was called Covid-19 (the European Council, the Council of the European Union, 2022, online). Although most people infected with this type of virus have mild to moderate respiratory distress and recover without the need for special treatment, in some cases serious illness occurs which cannot be treated without medical attention. The risk groups include the seniors and people with underlying conditions such as cardiovascular disease, diabetes, cancer,

etc. However, anyone can get sick with COVID-19 and become seriously ill or die at any age (WHO, 2022b, online).

As a result of this pandemic, individual countries had to take action to prevent, or at least slow down, the spread of the coronavirus. In the Czech Republic people were prohibited from travelling abroad, they had to wear respirators or another form of respiratory protection, testing became mandatory, people being infected were quarantined, the number of people attending mass events was limited, or these events were cancelled etc. One of the restrictions in 2020 was the closure of all schools for several months. This restriction had an impact on all teaching at universities, including the implementation of the educational offer of third age universities. Some third age universities used the possibility of distance education in the form of online teaching.

Free time in old age

In old age people experience a brand-new situation, as they have a lot of free time, which is understood as a specific time, which is not dedicated to work or duties. They can choose freely any activities they want to dedicate their free time. These activities then give a person feeling of satisfaction and relaxation. These activities may include relaxation as well as leisure activities and leisure education (Pávková, 2002). Economic and health changes may affect the leisure time of the seniors. Retirement is of course considered the main milestone. In this period, the senior should be able to continue doing their favourite activities and also start with the new ones (Janiš, Skopalová, 2016). These activities include cultural, sports, travel and educational activities. As part of cultural activities, the seniors like to attend film or theatre performances, some also create their own works of art or devote their time to music. Sports activities vary a lot, and these are not only ball games or swimming, but also walks and hiking tours. According to Duffková et al. (2008), educational activities, also an important part of the seniors' free time, are also important for them from a social point of view, because they enable them to develop new social relationships (at third age universities, or at another place of organized education). Self-education also has its place in their free time, as it allows them to acquire new knowledge by reading books or information sources on the internet (Duffková et al., 2008).

Petřková and Čornaničová emphasize that in old age people have more time for leisure activities; the seniors face a new life experience, which may be challenging for further personal development. They warn of the retirement syndrome which may occur as a result of change in free time structure, or loss of job role and prestige, excess of free time, and lower standard of living. The solution is, among other things, offer of suitable activities (Petřková, Čornaničová, 2004).

Education in old age (focusing on U3V)

Education is available for individuals at each age which means that it not only for children and young people, but also for the seniors. It is known that there is a slight deterioration

of memory in the elderly period, when the seniors need more time to memorize new information, but this deficiency is compensated by a greater patience and responsibility they put into their studies (Suchá, Holmerová, 2019).

Already Livečka (1979) classifies four functions of the education in old age - preventive, anticipative, strengthening and rehabilitation. Mühlpachr (2002) characterizes these functions as follows – he understands the preventive function as the implementation of precautions that are important to be taken already during adulthood in order to positively influence the process of aging and old age; anticipative function is associated with the need to be positively prepared for the lifestyle changes in the retirement. According to the author, the rehabilitation function represents the restoration and maintenance of physical and mental strength, and the most important is the strengthening function, which contributes to the development of the interests, needs and abilities of people in the post-productive age, to the support of their activity, to the cultivation of their interests and needs.

Regarding education of the seniors in our country, it started to develop in forms in lectures in seniors' clubs and cultural facilities. Later, integrated lecture blocks were organized, which were called academies of the third age. In 1986, the first monothematic course of the University of the Third Age (U3V) was opened in Prague. At present almost all public universities offer U3V programmes. Mühlpachr (2002) considers universities of the third age to be a specific part of lifelong learning, with U3V providing the highest form of education at university level which is different from other forms of educational activities oriented to the seniors. The attendees of U3V use a status of exceptional students at the particular university. The character of this education is of personal development, it is not professional training, and therefore does not give the right to professional employment (2002).

Third age universities fulfill important goals, which include introducing the seniors to scientific knowledge, increasing their self-awareness, and gaining insight into a rapidly changing world, so helping them to navigate modern affairs (Mühlpachr, 2009). According to Benešová (2014), developing new social relationships and useful spending of free time is also very important apart from new knowledge and skills. Čeledová et al. (2016) emphasise the need to inform the seniors about the possibilities of self-defence against abuse and fraud aimed at them. They also point out the importance of informing the seniors about the organization of social life, about intergenerational relationships in the family, etc. (Čeledová et al., 2016).

Motivation is a key factor for learning in senium, as it makes the senior desirable to acquire new skills and information. There are four areas of motivation regarding education, including cognitive, emotional, performance and social needs. Cognitive needs are related to acquiring of new knowledge and skills, emotional needs are related to emotional states during the learning process, performance needs are related to the difficulty of the tasks to be solved, and social needs are related to the relationships among the participants in educational situations. Therefore, it is important for the lecturer to recognize which needs are the key ones for individual participants and choose

the right motivation accordingly (Veteška et al., 2011). We may also discuss cognitive needs (acquiring knowledge, orientation in social events, etc.), the need for activity, productivity, usefulness, meaningful activity, and above all pursuit of self-realization, affirmation of identity and gaining control over one's life (Petřková, Čornaničová, 2004). Veteška et al. (2011) emphasize that the senior may be motivated in two ways. The first one is based on the prevailing needs of individual participants. The lecturer should choose topics that focus on social needs of the seniors, while adapting the difficulty of each task to their performance needs. The other one focuses on outer conditions accompanied by incentives increasing motivation. This should activate the needs of the participants and motivate them to learn or solve the particular task.

The survey conducted at the University of Hradec Králové showed that the respondents considered new knowledge and information to be the greatest advantage and motivation for education at the University of the Third Age in Hradec Králové, the second most frequent answer was social contact with people of the same age, improving memory, their own activity, or also valuable ways of spending free time.

The senior may be highly motivated but there may various barriers limiting their studies. These barriers may be divided into inner and outer barriers. Inner barriers include, for example, a bad experience with studies, so they are afraid of repeated failure, or the belief that they already have enough knowledge and so do not need any further education; outer barriers include lack of external incentives to study. Specifically, seniors generally do not need education to improve their position or maintain their current job (Rabušicová et al., 2008).

During the Covid 19-pandemic only the distance form of education was available. Distance education has its advantages and disadvantages. Advantages include, for example, easier access to studies despite various health problems (mobility problems, impaired motor skills) or a long distance to the place of study. Due to these reasons distance education via computer may be better option for some seniors (Bednaříková, 2011). Disadvantages include loss of social contacts, the need for a strong will to study, the feeling of loneliness while studying (Zormanová, 2017). Due to social distance the participants may feel alone, they may lose will to study and so they quit it. Distance education combined with the use of technology offers the means which help students to better orient themselves in the study materials. This form of education expects the participants to be independent, to go through the materials and learn according to their own abilities (Zormanová, 2017).

Results of the survey

The survey conducted at the University of Hradec Králové revealed that the Covid-19 pandemic made it impossible to study or to participate in the studies at U3V UHK for most respondents (87.5 %). More than half respondents (52.9%) definitely agreed. Only 9.6% respondents rather thought that the pandemic made it difficult for them to study, and for 2.9% respondents the pandemic was not a barrier.

Only 28.7% respondents used the option of online learning at the University of Hradec Králové. In case respondents also used other forms of education (other than online education at U3V UHK), it was most often reading of articles (49.3 %), or watching videos (22.1 %), 12.5% respondents read articles on the websites of educational institutions. 9.6% respondents learned via online courses or used the offer of virtual university of the third age. More than one third of respondents (36%) did not use any other option of online education than education at the University of Hradec Králové during the Covid-19 pandemic.

A great part of respondents did not use any other form of education than online education. It is specifically 77.2% respondents. 22.8% respondents used other form of education – most respondents read books (either their own books, or books borrowed from the library), internet sources represented another form of education as respondents watched videos on YouTube channel, programmes on public TV channels (mainly ČT2, ČT3 channels) and documentaries. The answers of respondents also included the daily press and magazines.

Overall, 56.6% respondents evaluate the educational offer during the Covid-19 pandemic rather or completely negatively (43.4% rather negatively, 13.2% respondents negatively). On the contrary, 36.8% respondents evaluate this situation rather positively, and 6.6 % respondents positively.

In the context of conducted survey respondents answered a question focused on barriers to further education. Most often (85.3%) they stated that they do not see any barriers; in case some respondents noticed the barriers, for 6.6 % it was lack of free time, for 4.4 % it was inadequate educational offer or poor accessibility from the place of residence, for 3.7 % it was poor health.

Respondents were asked if they missed something in the educational offer during the Covid-19 pandemic. Most respondents (73.5%) lacked social contact which was understandable as they were not able to meet at the lectures. 30.1% respondents stated that the educational offer was not varied enough, 17.6% respondents mentioned lack of information about the educational offer. 12.5% respondents did not miss anything. Only a few respondents (2.2%) think that information regarding the educational offer (e.g., course registration guide) was not clear.

CONCLUSION

This article focused on social exclusion of the seniors due to the Covid-19 pandemic and its negative impact on studies at third age universities. During the pandemic time, the seniors are the most threatened group. The aim was to show that the Covid-19 pandemic negatively affected life of the seniors due to social exclusion. The pandemic had a negative impact on many areas of life, not excluding the possibility of the seniors to study at third age universities.

The research conducted at the University of the Third Age in Hradec Králové revealed

that most respondents (87.5%) were not able (or had difficulties) to participate in U3V studies. The research also included a question focused on the use of online education. According to the answers, only 28.7% respondents used this option. The remaining part chose different form of education, e.g., reading books, watching videos or TV programmes. The pandemic affected the offer of educational courses, which was evaluated rather positively by 36.8% respondents and evaluated negatively by 13.2% respondents. The questionnaire also included a question asking what the seniors missed in lectures and courses during the Covid-19 pandemic. 73.5% respondents stated that they lacked social contact the most, they also considered the offer to be insufficiently varied (30.1 %), and 17.6% respondents did not have enough information about the education offer. The results of our research show that the Covid-19 pandemic had a demonstrably negative impact on senior education, organizing educational events and their participation in them.

Thank you note

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Contact

Mgr. et Mgr. Kateřina Krupková
Univerzita Hradec Králové
Ústav sociálních studií
Rokitanského 62, 500 03 Hradec Králové III
katerina.krupkova@uhk.cz

doc. PhDr. Iva Jedličková, CSc.
Univerzita Hradec Králové
Ústav sociálních studií
Rokitanského 62, 500 03 Hradec Králové III
iva.jedlickova@uhk.cz

Bc. Barbora Stráníková
Univerzita Hradec Králové
Ústav sociálních studií
Rokitanského 62, 500 03 Hradec Králové III
barbora.stranikova@uhk.cz

RELATIONSHIPS WITH GRANDPARENTS AND THE QUALITY OF LIFE OF GRANDCHILDREN¹

Elżbieta Napora²

Abstract

The aim was to assess the strength of the relationship between the closeness and the frequency of relations between grandchildren and grandparents, taking into account the age of life and the structure of the family of origin of the respondents. The research was conducted on a group of adolescents who retrospectively assessed their relationship with their grandparents. The obtained results showed that young people assessed the closeness and frequency of contact with their maternal grandmother more favorably in single mother families than respondents from full families. On the other hand, young people from full families assess the quality of life higher than those from single mother families.

Keywords

grandparents, the quality of life, grandchildren

INTRODUCTION

Empirical studies concerning intergenerational relationships have shown that grandparents improve the quality of family life in many ways. They do it by passing on family traditions and cultural knowledge (Stepulak, 2014), history and family customs (Małecka, 1997), providing financial and emotional support (Napora, 2016), supporting the well-being of grandchildren, providing care for family members in need, which, in particular, is childcare. Emotional affinity with grandparents is associated with fewer depressive symptoms (Ruiz, Silverstein, 2007) and influences the cognitive development of their grandchildren. Grandparents teach the skills of establishing and maintaining contact with others. Additionally, communication with grandparents is broader than

¹ The article was published in the Polish language version. As suggested by the reviewers, the article is popularized abroad. The text was modified and the contemporary literature was supplemented with reports

² Faculty of Social Sciences Jan Długosz University in Częstochowa

with parents (Zawadzka, 1998). They may play the role of role models (Tyszkowa, 1990). Grandparents are perceived by adolescents as persons who influence which values and life goals choose their grandchildren (Franks et al., 1993, Hwang et al., 2022). The younger generation presents a special sense of a close relationship with their grandparents, and they indicate specific benefits they owe to their grandparents. An illustration of this is the research by Aquilino (1996), in which children under the age of 15 living with a parent and one of the grandparents do better at school compared to those who were raised only by their mother. Contacts with grandchildren influence the psychological comfort of grandparents.

The feeling of being useful and showing love and help to others in the family are important factors in the mental balance of elderly people, having an indirect positive effect on their physical condition (Trela, 2015). The need for the affinity of grandparents is often felt by families more strongly than in previous periods of life (Susułowska, 1989). On the other hand, grandparents expect respect and want to be useful in fulfilling appropriate family roles, appropriate to their age (Straś-Romanowska, 2012). Disturbances to this natural system contribute to negative consequences. It has been noticed, amongst others, that grandparents who have no contact with their grandchildren are more often exposed to the risk of depression, disappointment, and a sense of loss (Myers, Perrin, 1993).

The problem of incomplete family structures is raised by many researchers, including Bee (2004). The researcher believes that these families create different conditions for the development of a child for at least two reasons. First of all, the transformation of a family brings unpleasant experiences to the child who has difficulties getting used to the departure of a parent. What is more, the period of a complete breakdown of the parents' life usually lasts few years. Such a situation makes it difficult to maintain supervision and control over the child and contributes to lowering the functionality of the family system, as well as creates negative experiences that affect the child's psyche, which is why it is difficult for the mother to conduct educational process later on at an appropriate level. Secondly, single parenthood increases the likelihood that the parenting style will be less democratic, diminishing the child's subjectivity, or that there will be atrophy of upbringing. A single mother is distracted in her activities and is often in a depressive state which makes it impossible to exercise control combined with giving the child parental warmth (Bee, 2004, p. 256).

The role of grandparents increases especially in times of crisis and the breakdown of the existing family system. The generation of grandparents can then perform the function of emotional support for both parents and grandchildren (Kornhaber, 1986), as well as to take a direct part in the process of socialization of adolescent children (Sutor-Głodzik, Wnęk, 2008). Common stressful experiences can be the basis for the establishment of closer emotional ties between grandparents and their grandchildren (Barber, 2014). In the critical period of the functioning of such families, grandparents usually provide financial support, as well as they provide support, such as living together with the child or taking care of their grandchildren from a distance. A divorced, or lonely mother often requires similar supportive care, and meeting these expectations helps her return to balance and in effective further fulfillment of both social and parental roles

(Napora, 2016). This is especially important in a family deprived of the father's role model. In this context, the role of the grandfather, his contribution to the family's efforts to restore the mental and functional balance of the family system must be emphasized (Napora, 2016). In general, it must be emphasized that close and open relationships with grandparents enrich widely understood family resources. In particular, they provide emotional support, contribute to the mitigation of anxiety and fears (Kriegerlewiecz, 2015), allow to maintain basic family ties, social norms as well as social and cultural values.

Problems and hypothesis research

The purpose of the research was to evaluate the relationship with grandparents by grandchildren from families with different structures, as well as to illustrate the differences between the quality of life of grandchildren in terms of the structure of the family structure of the respondents. Research problems covered two questions. The first one, how do grandchildren from families with different structures evaluate their relationships with of their grandparents, and with what factors can they be explained? The second one, if the respondents similarly evaluate their quality of life considering the family structure. The following hypotheses were formulated.

The first hypothesis states that grandchildren evaluate their relationship with their grandmother significantly better than with their grandfather, irrespective their period of their life and family structure. This hypothesis was reinforced by research statements that women, unlike men, are more socialized and more involved in helping their family (Dunifon, Bajracharya, 2012), as well as they invest more in family ties compared to men (Cavanaugh, 1997). In the second hypothesis, it was expected that the frequency of contacts and the degree of affinity of grandparents as evaluated by grandchildren decreases in the subsequent developmental periods, irrespective of the family structure. The hypothesis was justified by the views that the mutual relationships between grandparents and grandchildren are not static but they are subject to changes as the child grows up (Hurlock, 1985, p. 404–405). Compared to older grandchildren, younger ones have greater opportunities to initiate and maintain their relationships with their grandparents (Shapiro, Cooney, 2007). Considering the increasing role of the peer group and the social environment as adolescents mature, the above opinions of researchers led to an assumption based on the expectation of significant dynamics of these relations. The third hypothesis was reduced to the expectation that grandchildren are characterized by a similar level of subjective evaluation of the quality of life, irrespective of the family structure. It can be expected that the obtained results will contribute to the strengthening of preventive measures aimed at adolescents and families exposed to the risk of dysfunction or experiencing difficulties.

Method

The research group consisted of students aged approximately 24 ($M = 23.91$; $SD = 6.86$), in which women were a dominant group, 67.34% ($n = 132$), while men constituted

31.63% of the respondents ($n = 62$). 34.69% of the respondents ($n = 68$) came from rural areas, 35.20% from small towns ($n = 69$), and 30.10% from large cities ($n = 59$). 33.67% of the respondents ($n = 66$) came from single-mother families created as a result of parental separation, divorce, or death of a father, and 66.32% ($n = 130$) of the subjects were from complete families. The overwhelming majority of respondents (70.40%; $n = 138$) evaluated the wealth of their family as satisfactory, and 29.08% ($n = 57$) as unsatisfactory. In the families of respondents, 19.38% of mothers ($n = 38$) and 10.20% of fathers ($n = 20$) had higher education; 45.91% of mothers ($n = 90$) and 34.69% of fathers ($n = 68$) had secondary education; 30.61% of mothers ($n = 60$) and 44.89% of fathers ($n = 88$) had vocational education; 4.08% of mothers ($n = 8$) and 8.16% of fathers ($n = 16$) had basic education).

To evaluate the relationship between grandchildren and grandparents, two authorship scales were used to evaluate two dimensions of the relationship (Napora, Kozerska, Schneider, 2014). The first one was used to measure the frequency of time spent with grandparents. A question concerning the evaluation of relationships during primary school, secondary school, and in present days was used in this scale. The evaluation was made on a scale from 0 to 5, where 0 meant that the respondent had no contact with grandparents at all, and 5 meant that the respondent had contact with them every day. One survey question was used to measure the affinity with grandparents, with a six-point response scale, where 0 meant that the respondents had no close contact with their grandparents, while 5 meant the highest degree of relationship – a very close contact. The Huebner scale (SLSS) was used to evaluate the quality of life, consisting of seven statements, which the respondents evaluate on a six-point scale (from 0 to 5) and determine to what extent they agree with the statements (Oblacińska, Woynarowska, 2006). To collect socio-demographic data characterizing the respondents, the questionnaire sheets were supplemented with an appropriate record.

The research covered persons who agreed to participate in the survey. These persons were informed about the anonymous nature of the answers and the possibility of terminating the research without any consequences, at any time. A total of 206 respondents took part in the research. Due to incorrectly completed or incomplete information in the questionnaire, a part of the research material was omitted in the course of analysis and compiling the data. Ultimately, 196 data was used for the statistical research.

Results

The results show the phenomena and trends occurring in two groups of grandchildren covered by the research (i.e. those coming from complete families and those from single mother families), and determine the parametric differences and their statistical significance.

The results of the analyzes are presented in tables 1 to 4.

Tab. 1 The frequency of contact with grandparents according to the evaluation of grandchildren from families with different structures

Grandfather/grandmother period of life	The evaluation of grandchildren from complete families		Z	p	The evaluation of grandchildren from single mother families	
	M	SD			M	SD
BM sp	3.71	1.38	– 1.11	0.140	3.82	1.64
BM ss	3.09	1.4	– 2.19	0.028	3.54	1.59
BM t	2.67	1.49	– 2.84	0.004	3.4	1.68
BO sp	3.14	1.44	3.16	0.001	2.27	1.77
BO ss	2.64	1.49	2.48	0.013	2.0	1.8
BO t	2.06	1.57	2.35	0.018	1.48	1.67
DM sp	3.23	1.55	– 0.75	0.449	3.34	1.83
DM ss	2.6	1.65	– 0.41	0.681	2.69	1.99
DM t	2.12	1.51	– 0.27	0.781	2.3	2.02
DO sp	2.88	1.73	3.93	<0.000	1.64	1.7
DO ss	2.39	1.77	3.29	0.001	1.34	1.57
DO t	1.76	1.85	1.74	0.081	1.14	1.51

BM – maternal grandmother, BO – paternal grandmother, DM – maternal grandfather, DO – paternal grandfather, sp – primary school, ss – secondary school, t – now

The results show that significantly higher frequencies of contact with maternal grandmother (BM) occur in a single-mother family, especially in the present time (BM t: $Z = -2.8$; $p = 0.004$) and during education of grandchildren in secondary school (BM ss: $Z = -2.2$; $p = 0.028$). On the other hand, when children attend primary school, this relationship is characterized by a similar frequency both in complete families and single mother families. Therefore, during this period, the structure of the family is irrelevant. In both cases the frequency of contacts is high, the highest, considering other periods of youth's life. No significant difference in the evaluation of the frequency of grandchildren's contact with maternal grandfather (OM) when considering family structure. The results indicate that the frequency of spending time with the maternal grandfather is similar in both a complete family and a single-mother family. It is worth emphasizing the higher mean values for the mother's father in a single mother family as compared to complete families and a lower frequency of contacts with the paternal grandfather in a single mother family. The comparison of the percentage distributions shows that in a single mother family contacts with grandparents were more frequent in the mother's line. 42.4 % of young people from single mother families and 17 % from complete families declare

a high frequency of contacts. The total percentage of people who declared very frequent contacts among adolescents from single mother families reached the value of 57.7%, whilst among respondents from complete families it was 43%.

Tab. 2 The affinity of relationships with grandparents according to the evaluation of grandchildren from families with different structures

Grandparents	Grandchildren from complete families		Z	p	Grandchildren from single-mother families	
	M	SD			M	SD
BM	3.62	1.47	- 2.92	0.003	4.17	1.36
BO	2.99	1.63	3.25	0.001	2.09	1.83
DM	2.98	1.62	- 0.94	0.343	3.14	1.82
DO	2.17	1.87	2.35	0.018	1.49	1.84

BM – maternal grandmother, BO – paternal grandmother, DM – maternal grandfather, DO – paternal grandfather

In the dimension of *affinity* of relationship with grandparents, a significantly higher evaluation of contacts with the maternal grandmother was obtained in a single-mother family ($Z = - 2.9$; $p = 0.003$), compared to the evaluation of affinity in complete families. There was no significant difference in the evaluation of the maternal grandfather in both types of families, the affinity to the mother's father is on a similar level. This confirms the assumption that a grandfather does not have to compensate for the lack of a father, as the maternal grandmother more often compensates for the absence of a parent. Tables 3 and 4 present the values of the correlation coefficients and the significance level for the relationships between the evaluation of frequency and the evaluation of the affinity of relationships in a complete family and a single mother family.

Tab. 3 Spearman's rho correlation coefficients between the frequency and the affinity of relationships in a complete family

Development period of grandchildren	Grandparents			
	BM	BO	DM	DO
School	0.53***	0.63***	0.44***	0.65***
Adolescence	0.49***	0.65***	0.54***	0.70***
Early adulthood	0.34**	0.64***	0.34**	0.72***

** $p < 0.005$; *** $p < 0.001$

Tab. 4 Spearman's rho correlation coefficients between the frequency and the affinity of relationships in single mother families

Development period of grandchildren	Grandparents			
	BM	BO	DO	DO
School	0.54***	0.63***	0.57***	0.71***
Adolescence	0.42***	0.65***	0.5***	0.74***
Early adulthood	0.36**	0.64***	0.52***	0.86***

** $p < 0.005$; *** $p < 0.001$

The results presented positive and statistically significant. Both, in a complete family and a single mother family, the results suggest that increasing values on the frequency scale are accompanied by increasing values in the evaluation of relationship affinity. What is more, in both groups the correlations have a similar strength. The strongest correlation with current (expressed in early adulthood) evaluation of affinity is with the frequency of contacts with grandparents during primary school ($R > 0.4$ in both groups), this correlation is the weakest in the present time, in the early adulthood period ($R < 0.4$). The observed regularity occurs regardless of the family structure. Correlation coefficients regardless of the family type show that the frequency of grandchildren's contacts with their maternal grandmother decreases as they grow up, contrary to the frequency of meetings with the paternal grandfather, for which the values of correlation coefficients increase significantly.

Table 5 presents descriptive statistics together with a test of significance of differences for the quality of life of grandchildren from a complete family and a single-mother family.

Tab. 5 Descriptive statistics for the quality of life of grandchildren from families with different structures, together with a significance test

Family structure	<i>M</i>	<i>Me</i>	Min.	Max.	Lower quartile	Upper quartile	<i>SD</i>	<i>Z</i>	<i>p</i>
Young people from complete families	25.45	26	9.00	35.00	22.00	29.00	5.36	2.07	0.037
Young people from single mother families	23.66	25	9.00	34.00	19.00	27.00	6.03		

The obtained result ($Z = 2.07$; $p = 0.037$) represents a statistically significant difference in the perceived quality of life in the compared groups. The values of *Me* and *M* indicate that in complete families there is a significantly better evaluation of the quality of life. In the group of subjects from single-mother families, we can find a higher percentage of low evaluations.

DISCUSSION AND CONCLUSIONS

The collected empirical data make it possible to respond to three hypotheses.

In the first one, it was expected that grandchildren evaluate their relationship with the grandmother much better than with the grandfather, regardless of the evaluated period of their life and the structure of the family of origin. The observed statistically significant results support this hypothesis with one exception. Better evaluation of contacts with grandmother was associated with both school time and adolescence and the present time (early adulthood). Likewise, better evaluation was obtained by grandmothers than grandparents, regardless of the family structure. It should be emphasized, however, that the breakdown of the family not only changes this situation in formal and legal terms but also affects contacts with grandparents. There is no doubt that in the circumstances of the crisis and breakdown of the current family model contacts with the maternal grandmother are intensified, good relationship with the maternal grandfather is at least maintained and relationship with the father's parents are weakened, especially with the paternal grandfather. Then, there may be a situation in which grandchildren's contact with maternal grandfather will be significantly better than a relationship with grandmother – the father's mother (Napora, 2016).

The above findings confirm the obtained research results. Irrespective the circumstances, the evaluation of young people concerning the relationship with grandmother is more favorable than the evaluation of the relationship with grandfather, and at the same time in a single mother families there is a higher frequency and affinity of contacts with the mother's parents than with the father's parents, whereas we may still point out better relationship with grandmother than with grandfather, primarily on the mother's side. Detailed analyzes lead to the conclusion that the frequency of contacts with paternal grandmother is evaluated more favorably by grandchildren from a single-mother family, compared to the evaluation of young people from complete families. Parental grandmother was evaluated significantly more favorably than grandfather by the grandchildren from a complete family. In this context, opinions concerning the frequency of contact with paternal grandmother stand out, where the evaluation expressed by grandchildren in relation to the period of attending primary school was similar in both complete and single-mother families, as opposed to the opinion of grandchildren from single-mother families satisfied with the regularity (frequency) of meetings with maternal grandmother during secondary school and in present time, and at the same time indicating a lack of contacts with paternal grandmother, which is in particular visible at the stage of early adulthood.

The presented results may lead to the conclusion that in an incomplete family maternal grandmother is significantly more parentified than other grandparents. Moreover, opinions expressed in the literature are confirmed stating that grandchildren have better relationships with their grandmother than with their grandfather (Roberto, Stroes, 1992). The intensity of maternal grandmother's contacts regardless of the family type may confirm the higher socialization and activity of women, their tendency to offer help and care for others (Cavanaugh, 1997). Less favorable evaluations of the maternal grandfather (compared to those obtained by maternal grandmother) in a family in which the head is a single mother may be explained by his professional activity. Until recently, men retired later than women, so grandfather could simply have less spare time, which made it difficult to help as often as in the case of grandmother. This is quite an arbitrary and rather a secondary guess, since a similar argument can be applied to the relationship with grandmother her, so to speak, natural unforced presence. However, it may be worth raising this issue as well and some differentiation of evaluations can be explained by the forms of activity of grandmother and grandfather, their ways of spending time with grandchildren.

The younger generation has a higher sense of tie with grandparents in other words, these relationships play a special role in their childhood and adolescence. Grandchildren who experienced this tie point out specific goods that they owe to their relatives (Napora, 2016). Grandchildren to whom grandparents played caring and educational roles for some time owe much more to them than those whose contact with grandparents was sporadic (Szatur-Jaworska, Błędowski, Dzięgielewska, 2006, p. 104). Grandparents father's parents obtain much more favorable evaluations concerning the affinity and frequency of contacts from grandchildren coming from complete families, while in families in which the head is a single mother, these evaluations drastically decrease. In single-mother

families, the growing role of maternal grandmother is noticeable, which as already mentioned confirms the assumption that in the absence of a father, grandmother is trying to make up for him with her commitment, while the grandfather plays a supporting role (Napora, 2016).

The conclusion resulting from this part of the analyzes leads to the conclusion that the evaluation of the frequency and affinity of contacts with grandmother, expressed by grandchildren from both complete families and single mother families are more favorable than the analogous evaluations of contacts with grandfather (Napora, 2019). This means that the results are in line with the initial hypothesis, the verification of its assumptions gave a positive result. The observation that the participation of the mother's parent in terms of the quality of relations with grandchildren was similarly evaluated by young people from families with different structures is also interesting. It is also worth emphasizing that maternal grandparents (i.e. grandmother and grandfather on the mother's side) obtain better evaluations in terms of frequency and affinity than paternal grandparents, regardless of the family structure, whereas in single mother families there is a significant worsening of relationship with the father's parents, which increases the differences between the kinship lines and has a direct impact on the opinions expressed by grandchildren (Napora, 2016). The analysis of results makes it possible to respond to the second hypothesis, in which it was expected that the degree of involvement of grandparents, expressed by the frequency of contacts and the affinity of the relationship, decreases as grandchildren reach maturity, regardless of the family structure.

The effects show a quite clear the relationship between the distinguished parameters, the frequency of contacts and the affinity of relationship between grandchildren and grandparents. Better evaluations expressed in respect of the first parameter are accompanied by better evaluations of the second parameter. In other words, the more often we see or meet someone, the better we assess our mutual affinity. This dependence also appears in a somewhat opposite situation a lower frequency of contacts is associated with a lower evaluation of affinity (Napora, Jakowska-Suwalska, 2020).

The correlation coefficients between the distinguishing features show that both in a complete family and in a single mother family, the degree of involvement of maternal grandmother decreases with the increase of the age of grandchildren, in contrast to paternal grandfather, for whom the values of the relationship between frequency and affinity increase with the age of grandchildren. The dynamics of the relationship between grandparents and grandchildren can be already seen when discussing the problematic issues earlier, quite clearly indicate a weakening of relations with grandparents as the grandchildren grow up. This regularity applies to contacts with both grandmother and grandfather, regardless of the family structure. Therefore, the obtained results confirm the views on the dynamics of mutual relations between grandparents and grandchildren, and on the decrease in the frequency of contacts as the child grows up. This conclusion is consistent with the observations expressed in the literature, where it is pointed out that the best evaluations of grandparents' involvement are related to the opinions of grandchildren about the earliest years of life

and the period of primary school. In later periods, these relationships are weakened or relaxed (Hurlock, 1985). This suggests that in the process of growing up and reaching a certain threshold of maturity, grandchildren may feel uncomfortable showing closeness to their grandmother or grandfather. It is also stated that with the age of grandchildren and depending on the sex of grandparents, these relations undergo not only quantitative but also qualitative differentiation (Napora, 2016, Napora, Kozerska, Schneider, 2014). Over the years, conversations emphasizing passing on traditions, enriching experiences, discussing problems and life experiences are dominating in mutual contacts. This favors the emotional development of adolescents (Falkowska, 2002, p. 47), and helps them to overcome the threshold of adulthood.

Referring to the last hypothesis, which expresses the expectation that adolescents are characterized by a similar level of subjective evaluation of the quality of life, regardless of the family structure, it should be stated that the obtained results do not confirm it. The obtained results quite clearly indicate that in complete families there are significantly better evaluations of the quality of life, while in the group of respondents from single-mother families a higher percentage of low evaluations can be noticed. This result confirms the results of previous research conducted on a group of adolescents from south-eastern Poland, in which the obtained values indicated significant differences in the evaluation of the quality of life between adolescents from complete families and those from single-mother families (Napora, Kozerska, Miszczak, 2014).

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Author

Elżbieta Napora dr hab. prof. UJD
Faculty of Social Sciences
Jan Długosz University in Czestochowa
e.napora@ujd.edu.pl

SOME ASPECTS OF CONTEMPORARY FAMILY TRENDS IN THE CONTEXT OF WEAKENING INTERGENERATIONAL TRANSMISSION

Dagmar Kováčiková

Abstract

The article deals with the trends of the contemporary family, changes in its structure in comparison with the traditionally understood multigenerational family about the weakening of the position of grandparents and thus weakening their influence on the upbringing of grandchildren in contemporary society. The theoretical analysis is supplemented by data from A. Štátná presented in the pilot study of the Contemporary Czech Family project and from P. Vlachová's research Senior in the Czech Family focused on the position of grandparents in the family, their influence and the essential elements of the transgenerational transmission. The aim of this article is to clarify and present the essence of intergenerational learning and its importance in the family environment, and consequently to highlight the importance of developing intergenerational activities in the contemporary family between grandparents and grandchildren as an important means and tool for their social learning.

Keywords

family, contemporary changes in the traditional family, multigenerational family, interaction and intergenerational transmission, grandparent involvement in the family

INTRODUCTION

The family as a small social group forms a social system in which its members acquire the basis of their identity. It is a safe place, a space where its members present their views, attitudes, values to each other, but also receive and expect social support, help and support. The family also represents an important multi-generational micro-social environment of people interacting with each other and influencing each other's perceptions and actions, in which the youngest generation is formed. For the child, the family is the first social group in which social interaction takes place and in which he

or she acquires his or her first social experiences. He or she develops his or her own identity and a typical culture presented by family traditions, values and customs. According to K. Moore (2001), intergenerational transmission means that generations of parents transmit to their offspring, above all, material and immaterial resources, the potential for further development, expressed as follows:

- Financial/material capital: insurance, pensions, inheritance, marriage portion...
- Human capital: care; investment in education, grounding, health, nutrition; knowledge and skills useful for life; diseases, disorders or other health impairments subject to heredity.
- Environmental capital: environmental quality of the living space.
- Socio-cultural capital: traditions, value system (culture of poverty/wealth).
- Socio-political capital: influence in the community, membership of political and civic organizations, contacts with influential people, etc.

In these times when social and economic problems in society are on the rise, this complex situation is reflected in the life of every family and contributes to its instability. This is nothing new; the close connection between the family and social life has already been pointed out by A. Jurovský (1947), a pioneer of Slovak family pedagogy, pointing to the results of research confirming the obvious connection between the deteriorating social situation in society and conflict in the family. It is indisputable that the Slovak family has been changing in a fundamental way over the last decades due to changes, especially globalization and other pan-European trends (individualization, growing liberalism) has been changing fundamentally in recent decades.

Trends in the contemporary family

In the modern world, the institution of the family is changing, with several changes occurring over the past few decades. As a result of transformation processes, the contemporary family has visibly moved away from the established traditional model. During the twentieth century, women have gained considerable personal, economic and social autonomy, and as a result the economic function of the family is changing, as is the role of men and women in the family. The current economic and social development of society requires the economic activity of both partners, which displaces the mother's care of the children in the family's priorities. At the same time, the present confirms the tendencies towards independence of individual generations, starting from independent living of nuclear families, independent living of adult children to a small degree of expectation of help from offspring or parents, unless the situation necessarily requires it (Rabušicová, M. et al., 2011; Řičan, P., 2014; Matoušek, O., 2003). As the statistics of the last population census indicate, cohabitation of grandparents with their children's families in the same household is overall low in frequency, with this form being more frequent only in the case of single parents, or short-term, situationally conditioned. The current consumerist way of life has eroded traditional communities, family cohesion and extended family. The older members of the family still need the younger and the younger need the older,

even though the traditional forms in which these needs were met have been disrupted and altered. Young families seek to separate themselves from the families of orientation; they want to be autonomous and independent from them. This is also manifested in the fact that the determination of a name for a child born to young parents is no longer based on the generational transmission of the name, i.e. inheritance from ancestors, but on the fashion or latent value that the name carries (Hovanova, M., Šlosár, D., 2020). Currently, there is a tendency in society to underestimate intergenerational relationships, which ultimately promotes the distancing of generations from each other (Mészárosová, J., et al., 2018). The decline in regular contact with grandparents is also caused by the increased departure of young people from rural areas to cities for work, study and the tendency to move away from multigenerational families living in a common social space. In most cases, the departure of young family members is permanent, thus limiting contacts with the original family. Currently, the nuclear family type is quite widespread, with only two generations sharing the same household, namely parents and their children. This results in only occasional contact between children and grandparents. The participation of grandparents in the upbringing of the children is useful for all concerned. Grandparents bring calmness, wisdom, the ability to listen patiently, tolerance, insight and a sense of belonging, continuity, spontaneity, joy and memories of their own childhood to the upbringing of their children. Parents, through the participation of grandparents, gain space for themselves to take a break from the constant responsibilities and not feel the children as a burden. Multigenerational cohabitation is closely linked to the rules and norms that underpin the family keeps its system functioning. Grandparents, as part of a multigenerational family, approach participation in family life to varying degrees and in individual ways. Elderly involvement affects not only the running and management of household activities, but also family relationships. The educational process, in a multigenerational family system that includes grandparents, is a fundamental process that influences the development of the child.

A basic premise for the functionality of family education is that parents are accepted as the main educators. However, most experts on family education point out that the traditional concept of family gives parents the right and duty to transmit to the child their value system and idea of a good life this also applies to the educational influence of grandparents (Napora, E., 2013). The family environment allows the individual to expand his or her potential with most of the competencies needed in adult life.

The position of grandparents in a multigenerational family

The literature states that the multigenerational family model formed by parents, their children and grandparents shows stability in all epochs of human development as well as in contemporary societies (Možný, I., 2008; Matoušek, O., 2003; Napora, E., 2013). It is the grandparents who step in as the first social auxiliary or protective institution if something is not right in the young family. They have a particularly well-developed sense of what is or is not okay. The maturity of grandparents lies in their readiness for various

crises, which may be biological, medical or social in nature. All these moments of crisis are then a test of their emotional and social competence.

Parenthood transitions into grandparenthood seamlessly. With the arrival of grandchildren comes a change in the senior's relationships and thinking. Often it is a fundamental shift in attitudes. A newborn child suddenly makes a strict father and mother into a more benevolent grandfather and grandmother; a small child can already overcome many contradictions by its existence. (Matějček, Z., Dytrych, Z., 1997) Grandparents usually love their grandchildren in a different way than parents do; their arrival is an enrichment of the senior's life. Grandchildren represent an opportunity for the senior to connect with the future, they represent transformation, the formulation of new goals and to a large extent the fulfillment of their own strength. The emotional attachment to a new family member tends to be very deep and to a large extent fulfils the life of the ageing person, giving it a specific meaning. The role of the grandparent shifts the generational belonging and the awareness of this transformation can also influence the self-concept of aging people (Vágnerová, M., 2007; Hauser-Schöner, I., 1996,). In the quality time spent by the grandparent and his family, the set patterns of family functioning are more effective. It could be said that „grandchildren serve grandparents as an anchor in the social structure from which older adults can lose themselves” (Rabušicová, M. et al., 2011, p. 148).

Grandparents represent for the child a fulcrum in family integrity. The family is a safe place that is significant for the young child, not only in terms of physiological needs, but also in terms of social learning and the acquisition of values and forms of behaviour and action. The multigenerational family climate conditions the formation of ideas of future maturity and readiness for the roles of father and mother as well as the roles of grandfather and grandmother and contributes to the formation of relationships with grandparents in the orientation family. The child observes over a long period of time how his or her parents care for their parents, sets an example to the children of how to behave towards their parents when they get older and then in adulthood applies a similar scenario. So that they are ready to take on the role of their parents' „parents” in emotional relationship and in speech. (Říčan, P., 2014; Haškovcová, H., 2010). The importance of the need for parental nurturing influence increases in two-career marriages, when parents, due to busyness, have little time to raise children. The social pressure on the family related to the parents' desire to provide well economically secure for the family is also related to the task of socially acceptable performance of the roles of employee, citizen, and neighbor. Young parents are all too often exhausted by everyday life, they don't have enough time for their children, so they are more likely to reach for simpler solutions, they are more inclined to make decisions and take shortcuts. Just enough time and patience from grandparents is one of the important conditions for good parenting. Grandparents can play an important role in single-parent families, where the grandparent can saturate the need for a missing parental role model. Here again there appears to be room for grandparents who have enough time for their grandchildren (Napora, E., 2013; Cabanova, V., 2010).

Grandchildren treat their grandparents differently from their parents, they accept their grandparents, express clear emotional affection for them, have respect for them, feel comfortable with them and seek them out as a strong emotional support. At different developmental stages, they look up to their grandparents as their most trusted advisors, wanting their help and protection.

For building multi-generational (parents and grandparents) relationships in the family, appropriate behavioural patterns are important. Practice shows some of the pitfalls of living together in a multigenerational family:

(a) Running a joint household as a compromise between two generations can be a source of conflicts - shared space in a multigenerational family may not be a condition for a functioning multigenerational family. The needs of the two generations are different in many ways, so cohabitation can be stressful (Vágnerová, M., 2007; Matějček, Z., Dytrych, Z., 1997; Hauser-Schöner, I., 1996). Both the need for proximity of living and the optimal frequency of contacts in intergenerational perceptions can vary a lot. To unify the common ideas of both generations so that there are no disputes is very important, it requires a setup that needs to be addressed by open communication.

b) Asymmetry of power between the two generations of adults in the family. The authority acquired during the upbringing of children in the primary family, can lead grandparents to dominant behavior, authoritarian way of decision making in the family and in the life of their children, which can largely affect (disrupt) intergenerational cohabitation, it is a more complex cohabitation „the model of intergenerational exchange and tolerance is aunts to date largely idealized“ (Vágnerová, M., 2007; Haškovcová, H., 2010).

c) Individualization and the focus of parents on their own needs can lead to the isolation of the nuclear family, does not allow grandparents to be involved in the lives of grandchildren, to realize the role that is attributed to them in the spirit of tradition. It is this role of calm, wise advisors and balanced people – cannot. be fulfilled (Cabanova, V., 2006).

d) Prolonging the productive age of the elderly may lead to grandparents being productive, career-oriented and focused on fulfilling personal goals. There are cases when some grandparents are rather hindered by their grandchildren and interfere with their so far unfulfilled professional and emotional goals (Matějček, Z., Dytrych, Z., 1997).

Grandparents and their educational influence on grandchildren

Situations that happen during childhood and adolescence, especially in the way they spend their leisure time, play a big role for the formation and strengthening of relationships in the family. Based on past experiences, the child acquires and forms social bonds and multifaceted relationships in the future.

Several authors point out that a threat to the future of the family (nuclear and multigenerational) is that social ties will weaken as the number of contacts decreases, e.g. Houser-Schöner, I. (1996) argue that in the spirit of current trends, family support and leisure time spent together will decline. The loosening of traditional family

shackles will increasingly promote individual lifestyles. On the other hand, in contrast to those who question the functionality and necessity of the traditional family, several authors argue that the Slovak family continues to represent a relatively stable social form of coexistence, which influences the whole society's tradition and the education of its members to values (Cabanová, V., 2006). Intergenerational solidarity uses the potential of older people in the following areas: life experience, social and psychological potential, and the potential for family life. It is also necessary to point out the potential of intergenerational activities as an important means and tool of prevention in relation to selected socio-pathological phenomena of children and youth, which are a serious social problem and have a constantly increasing tendency. At present, children and young people are faced with a wide range of problem behaviours, a particularly serious problem being aggressive behaviour, which children exhibit towards each other, but which is also addressed to parents, teachers and other educators. Research on socio-pathological phenomena, which was carried out in primary and secondary schools throughout Slovakia, showed that: The most frequent socio-pathological phenomena that teachers encounter in their pupils include smoking, truancy, consumption of alcoholic beverages, bullying or aggressive behavior and use of illegal drugs (Pétiová, M., 2015; Böhmová, P., 2011). In primary schools, truancy is the most common disorder, followed by aggression and violence. As a result, the prevention of aggression and violence is the area of biggest attention by experts in the field of preventive measures. Aggression is a complex and multi-causal phenomenon. The causes can be both biological (innate) and social (acquired) in nature. Acquired dispositions are mainly related to the level of social learning, which takes place in the family in the first place. It is therefore very important, in matters of prevention, to focus on the social environment in which the child moves and which primarily influences his or her attitudes, views and values, which are then reflected in his or her actions and behavior towards others. In this regard, the family plays an important role, in which the child, through intergenerational learning, acquires a basic scale of values in life and lays the foundations for future behavior outside this institution (Jedličková, P., 2021).

Several authors are of the opinion that the best prevention of socially deviant behavior is a well-functioning family with clearly established norms and rules of mutual coexistence, a family in which parents have time for their children and provide them with a role model and a model of behavior. A family where love, understanding, tolerance, respect and reverence are the attributes that determine everyday family life. The employment of both parents, the economic security of the family limits, the time when parents can devote themselves fully to their children. Nowadays, children and young people in particular are subject to increasingly frequent and intense manifestations and consequences of aggression and aggressive behavior, one of the reasons for which is neglected or incorrect education, the inability of the young generation to communicate, to engage in dialogue, to listen actively, to resolve conflicts in a constructive manner, to establish long-term, strong and healthy relationships and, on the basis of these, to mature as human beings in the biological, psychological, social and spiritual spheres. These

facts point to the importance of intergenerational education in the family environment between grandparents and grandchildren, which also acts as a preventive tool in relation to the occurrence of aggressive behavior in children.

It is evident from the implemented family-grandparent programs in different countries that the benefits of grandparenting include the reduction of the participation of children and young people in various socio-pathological phenomena: In moments of difficulties and problems, grandparents provide support and stability to the young generation, develop their social skills by engaging in various joint leisure activities, and at the same time are a natural prevention against drug addiction and antisocial behavior. Intergenerational activity in both generations develops the ability to learn; it promotes social integration, reduces social segregation and increases feelings of worth and self-confidence. This results in better school attendance, better school performance, and a lower likelihood of socio-pathological action by motivating factors (Jedličková, P., 2021).

The grandparents' role in the family is irreplaceable. Grandparents are important for grandchildren, they know how to talk to them, spend free time with them, seek help from them (Balogova, B., 2009). Grandparental care is becoming popular for many reasons. Parents feel that grandparents are trustworthy, and that their care has many benefits in relation to grandchildren. The care provided by grandparents is flexible and usually more economically advantageous. In the Czech Republic, the help of grandparents in caring for preschool or school-age children is used by about nine out of ten families (Št'astná, A., 2021).

However, this does not mean that grandparents' care for their grandchildren is not threatened by current social and political events. In a situation where there is a growing number of problems in society, this situation is also reflected in the life of the family. This was evident during the COVID-19 pandemic, which brought major social and economic changes to the daily lives of families and their members. The pandemic has affected the whole spectrum of social life in society, disrupting social solidarity and social justice and negatively affecting the social development of individuals. An effort to stop the spread of the pandemic in many countries have led to mandated social isolation. Several measures were introduced to prevent the spread of the disease, the most significant of which was the lockdown, which prevented immediate contact between people outside their homes. In most cases, communication moved to the online environment of social networks, which were the only means of communication between relatives and friends. The lack of face-to-face social contact has had a negative impact, disrupting social relations between people, worsening interpersonal relations, social alienation, loss of empathy, loss of the ability to compromise, increased insecurity, nervousness and psychological problems for individuals and society. The pandemic, by bringing about major social and economic changes, changes in the daily lives of families and their members, has also significantly affected the relationship between grandparents and grandchildren. How this was reflected in families is reported by A, Št'astná (2021) in a pilot study of the Contemporary Czech Family project, in which 1300 respondents were surveyed to determine grandparents' help in caring for grandchildren

before and during the pandemic. More than half (58%) reported that grandparents cared for their grandchildren as often as they did before the pandemic. A proportion of respondents (16%) reported that grandparents reduced help during the pandemic or stopped helping altogether (10 %). The reason for limiting contact with grandparents was stated to be fear of infecting them with the virus and thus endangering their lives. Several said that although they see their grandparents less, they try to communicate with them online through social networking sites and the telephone. This attitude was mainly due to the fact that the seniors were identified as one of the most vulnerable groups in terms of contracting the virus during the pandemic. Limiting face-to-face contact between grandparents and grandchildren impoverished the social development of both children and grandparents.

Theory and practice have confirmed that grandparents are an integral part of the family and play an important role in the upbringing of grandchildren. In her research, P. Vlachova (2021), through a questionnaire (127 respondents), tested the hypothesis that grandparents have an important place in the educational influence on grandchildren in spending leisure time and in the transgenerational transmission in the family, identifying its essential elements. According to the results of the research, grandparents influence grandchildren the most in the transmission of family traditions and customs (85 %), in second place educationally they guide behavior towards other people and in society (70.4 %), they also have a considerable influence on the formation and development of interests (59.3 %). The above results document that intergenerational transmission in the family contributes significantly to the socialization of children and the development of their personality. Grandparents are an important part of this intergenerational transmission and educational influence, (Rabušicová, M., et al., 2011). The variety and number of connections in the functional leisure time of the elderly with their grandchildren expands the child's space. Everything oscillates around the consciousness of cooperation and support and assistance, which is not quite common today, yet plays an important role in the formation of social contacts linking elements of family-senior relationships. Their action is only supportive, but there are more and more frequent cases when grandparents are involved in cooperation and when they are a great boon for the child and for his/her main caregivers (Matějček, Z., Dytrych, Z., 1997). According to the survey results, the most common reason for grandparents' contact with their grandchildren is to help the parents with the care and care of their grandchildren (59.3 %). Often parents want grandparents who would support them in raising their children, who would take care of their grandchildren occasionally or even every day, at least for a little while, with love. However, this is not always ideal. On the one hand, parents are grateful for all the times their children can be with their grandparents, but on the other hand, they are often embarrassed if they spoil them in any way. Grandparents should be especially wary of unnecessary spoiling of the child. The time spent together playing with grandchildren, reading to them, going for walks, talking or laughing is one of the most wonderful times and the more of it the better. Spoiling occurs when they buy everything for their grandchildren, allow them everything, don't keep time limits on certain activities,

are inconsistent in what they promise and eventually allow, don't give their grandchildren limits on anything. Grandparents should be united with the parents, they should in no way incite the grandchildren against the parents. It is logical that the grandchildren test whether the same rules apply at the grandparents' house as at home. It is always easier to agree on the same rules than to unnecessarily spoil relationships with children, grandchildren, daughters-in-law and sons-in-law.

Grandparents are an asset in the family, especially in the area of intergenerational interaction. The results of P. Vlachová's research 2021 show that the intention of grandparents' contact with grandchildren is also to pass on their experience and knowledge to their grandchildren (33.3 %). Children become more deeply acquainted with their family history, with their origins and create a stable identity thanks to contact with grandparents. Through stories they get to know their ancestors better, they can identify more with their family and perceive intergenerational relationships. Thanks to their grandparents, children can acquire skills that their parents cannot develop. They can get acquainted with ancient crafts, learn about ancestral values or learn about customs, for example during holidays. Grandmothers, in turn, develop their children's language skills by reading fairy tales, using rhymes and telling stories, often about their family. In adulthood, children then have more examples to draw on when they are forming their own family.

Last but not least, the reason for contact is to fill the grandparents' free time (33.3 %). Spending grandparents' free time with their grandchildren also enriches their lives. Spending time together, playing with grandchildren, reading to them, going for walks, talking or laughing, are some of the most beautiful moments and the more the better. The results of the survey show that grandparents in contact with their grandchildren feel useful and needed (44 %), being with their grandchildren allows them to pass on their knowledge and experience (29.6 %), they see their grandchildren as a continuation of their lineage (14.8%) they do not feel lonely (11.1 %) (Vlachová, P., 2021). Spending time with grandparents not only brings new stimuli, impulses and ideas for the grandchildren, but also benefits the grandparents. In fact, the relationship with grandchildren keeps grandparents more active and, according to many researches, they live longer. Children, in turn, gain a different perspective on the world; grandparents share their wisdom and rich life experiences. Maintaining a close relationship with grandparents strengthens children's relationship with the elderly – grandchildren learn how to respectfully interact with the elderly, what and how to help them, and they also have the opportunity to see the positive qualities and skills of the elderly (resilience, diligence, ability to get along, etc.). Frequent contact of grandchildren with their grandparents develops children's empathy, increases patience, tolerance and understanding towards the elderly.

CONCLUSION

As several educators and the results of the survey point out, grandparents have a legitimate place in the contemporary family, especially in the intergenerational transmission of life experiences, knowledge, traditions and, last but not least, as an important

supporting factor in the social development of grandchildren. Grandparents are becoming an important pillar and person in the process of intergenerational learning for grandchildren and are increasingly becoming active participants in it. Their presence in the family circle is indispensable in several areas. The changes in the family structure and the model of family life that are taking place at the present time call for a reminder of the importance of the role and function of grandparents in the education and initial socialization of the child within the family. Intergenerational learning, based on the development and strengthening of intergenerational relations between young people and the elderly, is also a very effective way and means of preventing undesirable social phenomena, aggressive behavior and as the most valuable social capital. The importance of a positive bond between generations for the healthy development of children and for maintaining the continuity of society is beyond debate. The participation of the elderly in the upbringing of grandchildren is, as mentioned above, beneficial in many ways, the grandchildren have support in their grandparents and for the elderly, participation in the upbringing of grandchildren gives motivation and further meaning to life. In a well-adjusted communication, the parents have significant support and help in the grandparents, which allows them job satisfaction, more room for self-fulfilment, etc. The results of the findings indicate a higher rating in the elderly in the contribution not only in the personal level but also in the social field. In the statements of the seniors there was a strong sense of usefulness and necessity for the other, as a way of coping with the processes of aging.

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Author

doc. PhDr. Dagmar Kováčiková, CSc.
Banská Bystrica
dasa.kovacik@gmail.com

EARLY SOCIAL LEARNING AND CONSTANCY IN CLOSE RELATIONSHIP

Petra Winnette¹

Abstract

Social development starts early in the prenatal period and continues intensively throughout infancy. An infant's experiences with a caregiver, their first close relationship, are encoded, stored, and used for further social development and functioning later in life. In this article, I outline a new theoretical view: through repetitive, sustained interaction with a primary caregiver infants acquire an implicit knowledge and higher memory schema of constancy in close relationship. That guides their ability to form and maintain close relationships not just in childhood, but throughout the lifespan as well. Furthermore, absence of a primary caregiver in infancy results in specific impairments in social functioning. Thus, I propose that absence of constancy in close relationship should be considered a specific form of early social adversity.

Keywords

Social groups, close and casual relationships, memory system, early social learning, memory schema primary caregiving, constancy in close relationship

1. SOCIAL GROUPS AND SOCIAL FUNCTIONING

1.1 Social Beings

The human brain organizes and processes an enormous amount of social information. We are experts at communicating with others and sharing thoughts, emotions, and what we imagine about the future (Lieberman, 2013). We coordinate our mental and physical lives with those of others, collaborate, and learn from each other. We can learn about another person from their subtle and rapidly changing facial expressions (Ulmer-Yaniv, et. al., 2020). We even manage the complex process of perceiving social information from two or more sources simultaneously (Adolphs, 2009). For example, a wife may talk to her mother-in-law about a holiday visit and simultaneously recognize that her husband, who is present in the room, is not pleased, although he hasn't said a word.

¹ First Faculty of Medicine Charles University

1.2 Living in Hierarchical Social Networks

Anthropologist Robin Dunbar and his colleagues propose that our social life is not random and that we live in large and hierarchically organized social networks. The most significant of these networks comprises a circle of three to five close relationships. Typically, close relationships include parents and children, partners, and best friends. These relationships have different qualities compared to casual relationships in which we do not share intimate information, know less about others, and spend less time with them (Brown & Brown, 2006). These are what we may refer to as casual relationships. For example, relationships with our colleagues at work. People usually have approximately 15–30 others in their casual social circle. Then, we typically also have connections with approximately 250 or more people, who are more peripheral (Dunbar, 1998).

1.3 Close Social Relationships

Social brain theory (SBT), also proposed by Dunbar and his team, suggests that the size of the neocortex correlates with our intensive social life, and with our ability to form and maintain close social relationships (Dunbar, 1998, 2007, 2008). Thus, through evolution, the brain was largely shaped by differentiated and complex social lives. In fact, social interaction accounts for a large proportion of our brain activity (Dunbar, 2008).

We have few close relationships, but they are our most important bonds. We seek emotional support, constancy, acceptance, and belonging in them. We feel part of that small, select group (Brown & Brown, 2006). For example, in our nuclear family, we may feel happy and satisfied or angry, sad, and desperate in close relationships. Nonetheless, without them, we are likely to suffer deep loneliness, even hopelessness. Moreover, if an individual has severe difficulties managing relationships and social ties, this can be a sign of mental health issues. Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013) recognizes these as significant impairments in interpersonal social functioning.

The following section outlines how and when people may acquire the art of forming and maintaining close relationships.

2. SOCIAL DEVELOPMENT AND LEARNING ABOUT CLOSE RELATIONSHIPS IN INFANCY

2.1 How Newborns Recognize Their Mother

Babies start learning about social connection with their mother in utero and this process continues in infancy. For example, research in prenatal sensory and social development indicates that babies can hear and distinguish different types of sounds approximately 3 months before birth. After birth, newborns recognize their mother's

voice and language and prefer these to other voices and languages. They also react differently to the emotionality of speech. The rhythm, pitch, and volume of speech vary with emotional intensity and infants are sensitive to these variations (Nazzi, Bertoncini & Mehler, 1998; Moon, 2017; Byers-Heinlein, Burns & Werker, 2010; Mastropieri & Turkewitz, 1999).

The sounds and other sensory information about the mother that are encoded during prenatal development play a crucial role in an infant's further social development. A newborn infant can use that information to distinguish their mother from other people. The world is new to them, but they can use their prenatal memories of their mother's scent, sounds, taste, and touch to identify her as a familiar person and environment. Sound may play an especially critical role because the infant can perceive the familiar sounds of their mother even when they are not physically close. This early learning about the mother is understood to be the beginning of learning how to later form a close and unique attachment relationship with her (Moon, 2017).

2.2 Mother's Face

Research in social cognitive neuroscience suggests that one of the most powerful types of social information for humans is the face. Face recognition depends on the fusiform face area and is highly active in early infancy (Tzourio-Mazoyer et al., 2002). A few hours after birth, newborns are more interested in face configuration than other visual stimuli (Johnson, Dziurawiec, Ellis & Morton, 1991); furthermore, they quickly encode the face of their mother or primary caregiver over the repetitive time they spend together (Bushnell, 2001). Newborns also connect visual and auditory information about their mother's face and voice. For example, a study exposed newborns to the face of their mothers and those of strangers and played the sound of their mother's voice. The newborns were able to identify their mother's face upon hearing the familiar sound of their mother's voice (Coulon, Guellai & Streri, 2011).

2.3 Synchrony, the Role of the Amygdala, and Regulation of Emotion

An infant and their primary caregiver develop intimate knowledge about each other, form comfortable closeness, and synchronize their behavior and physiology. Ruth Feldman (2015) states that infant and primary caregiver create a special behavioral and emotional synchrony. Through continuous "online connection," they specialize in each other's facial expressions, tone of voice, and changes in behavior, and regulate each other's physical and psychological states. Thus, an infant gains implicit nonverbal knowledge about their primary caregiver and themselves through repetitive, shared interaction (Feldman, 2015). Approximately at the age of 1 year, an infant develops sufficient motor skills to be able to move from their primary caregiver and explore the world more independently. The encoded intimate knowledge of the primary caregiver's presence and the consistency of their behaviors are now critical for the infant's orientation in the social world. The infant can explore and then safely return to the well-known and familiar primary caregiver, who

can be safely distinguished from other people.

The amygdala (AMG) and prefrontal cortex (PFC) are brain regions that are highly active in social and emotional functioning. The AMG is responsible for processing and encoding intense emotional information, positive and negative, especially that which is important for survival. The AMG is active when people experience threatening situations, and thus, it also activates processes involved in stress management (Herman & Cullinan, 1997). Therefore, the AMG is involved in emotional learning (Tottenham & Sheridan, 2010). The AMG is structurally developed at birth, starts to function in the first year of life, and develops throughout childhood (Tottenham, Hare & Casey, 2009). For example, animal research shows that the AMG is highly involved when young rhesus monkeys exhibit a preference for their mother. When the researchers lesioned the AMG in young monkeys, these offspring exhibited distant behavior toward their mother and treated them like strangers. Prior to the experiment, they had shown fully developed attachment behavior with their mother (Bauman, Lavenex, Mason, Capitanio & Amaral, 2004).

2.4 Presence of a Primary Caregiver Regulates Amygdala Activity

Research in affective developmental neuroscience indicates that an overly active AMG is typically involved in psychological problems, including social functioning. The presence of a primary caregiver is understood to regulate the processing of fear and other strong emotions in infants. An infant's experience of closeness and trust associated with their primary caregiver is processed by the AMG, the hippocampus, and the PFC (Perry, Blair & Sullivan, 2017). The experience of this bonded relationship has an impact on these regions of the brain such that they learn to regulate mental states, primarily states of fear and stress, more effectively. Here, I speculate that the constancy of the primary caregiver's presence is encoded. The infant learns either that the primary caregiver represents safety or that they represent dysregulation and stress. This implicit information about the quality of their close relationship is then used to assess and interpret subsequent social interactions and relationships.

Researchers in early social cognition agree that newborns and infants are intrinsically motivated to seek social cues. They quickly encode and recall social information and learn to connect with social partners (Raz & Saxe, 2020). I propose that infants also learn how close familiar connections differ from casual ones. This learning occurs when the infant repeatedly spends time with their primary caregiver in physical proximity, and they learn about each other's physical features, emotional states, and behaviors. However, learning is only effective when the information is encoded and saved in the memory system, and used for predictions about the world, imagination, problem solving, and decision making. The next section examines how memory systems function in infancy.

3. MEMORY AND SOCIAL LEARNING: GENERAL SCHEMAS FIRST, THEN EPISODIC LEARNING

3.1 Memory

Memory is a system that maintains our coherent sense of self and relationships with others (Kandel, 2008). In cognitive neuroscience, memory has been studied for decades; however, our understanding of the memory system's functions remains still limited. Here, I focus on two major types of memory – namely explicit and implicit. The explicit memory system forms, maintains, and retrieves knowledge about events, episodes, and facts; for example, we remember episodic situations, such as spending time with family at the weekend in Paris. We also recall explicit semantic information, such as, Paris is the capital of France. By contrast, the implicit memory system refers to several memory subsystems, including skills, habits, conditioning, priming, habituation, sensitization, and perceptual and emotional learning (Squire, & Wixted, 2011). Implicit memories are unconscious and not accessible through deliberate effort; for example, one cannot remember why and how recognizes the best friend's voice. However, implicit memories strongly navigate people when they respond to the world. They drive people's likes, dislikes, and preferences; color meanings of events and social communication (Howeison, 1996). Thus, implicit memories are also activated when people process different types of social relationships; for example, when we see a friend after a long absence, we feel joyful and "at home" with them. We anticipate and resume predictable patterns of interaction and emotional responses.

3.2 Memory Systems in Infancy

Infants rapidly learn an enormous amount of knowledge about the world, self, and other people and numerous skills. According to the literature, explicit memory is rather limited at the beginning of life and significantly increases during childhood (Ornstein & Haden, 2001; Fivush, Haden, & Reese, 2011). Conversely, implicit memory is functional at birth and does not significantly improve after the age of 3 months (Schneider & Pressley, 2013). Early implicit memories are the foundation for later learning, and, at the same time, they may remain stable and continue to influence our feelings, beliefs, and judgments throughout life. Bargh and Shalev (2012) argue that early childhood experiences play a significant role in the development of implicit (automatic) relational processes, including sense of self and self-regulation in social relationships.

3.3 Infantile Amnesia

Most people do not have episodic memories from the first 2–4 years of life. This phenomenon is called infantile amnesia. The reason for this absence of early episodic memories has not been determined. Research in cognitive neuroscience shows that adverse childhood experiences (ACEs), including physical abuse and neglect, which occur before

age 4, have a profound negative impact on neuropsychological and social development during childhood. ACEs are also believed to contribute to adult psychopathology (Sheridan&McLaughlin, 2020). However, despite the impact of ACEs, episodic memories of early trauma typically cannot be retrieved later in life (Campbell & Spear, 1972).

3.4 Examples of Learning Outside Awareness: Statistical Learning and Generalized Schemas in Infancy

How do infants learn so much about the world and retain it in long-term memory and yet do not store episodic memories during this time? How do they learn so much without conscious effort or focused training? Research suggests that infants learn automatically and rapidly through exposure to information, and the memory system encodes and stores regularities and novelties without being directly instructed. This process is called statistical learning, which is active in infancy, childhood, and adulthood. Statistical learning depends on recognition of patterns through repeated experience with certain events (Aslin, 2017). When a pattern is detected, the generalized meaning is stored as a template, and used to respond in similar situations. For example, when an infant (or adult) is exposed to a new language, gradually they begin to recognize vowels and consonants that repeatedly occur together in a predictable sequence. Then they recognize words, phrases and simple sentences. The brain has extracted patterns within the given language based on “statistics”, that is, how often things occur together (Romberg and Saffran, 2010). Statistical learning is automatic and outside awareness. It creates stable memories of higher organization and meaning within everyday events in the environment, such as language and behavior (Turk-Browne, 2012; Ellis et al. 2021). Another type of generalized memory process is creation of memory schemas. Memory schemas organize past repetitive experiences that are associated with the same context. For example, when an infant learns about dogs, the first one may be their grandmother’s dog; however, then they see other dogs, and their brain creates a higher category, a memory schema, for “dog” – a four-legged, furry, merry animal that barks and sometimes bites. Memory schemas are learned through repetition and create higher categories of experiences in an individual’s environment. Later, it is easier to learn details because the template for the category already exists in the memory system. For example, the child can now use the category of “dog” to easily learn about different types of dogs. Memory schemas guide our attention and influence how we understand the world and make choices (Ghosh & Gilboa, 2014).

Neuroscience research indicates that the PFC and certain parts of the hippocampus (monosynaptic pathway in the anterior hippocampus) are involved in statistical learning and generalization. During infancy, the hippocampus is active in statistical learning before it starts processing long-term explicit episodic memories (Ellis, 2021; Turk-Browne, 2012). Nim Tottenham (2020) suggests that medial-prefrontal circuitry may be involved in processing affective schemas in infancy. For example, traumatic experiences with a primary caregiver acquired by an infant are not remembered as episodic events, but they are encoded as affective schematic knowledge about trauma (Tottenham, 2020).

3.5 Learning Through Repeated Experience with a Primary Caregiver

Primary caregivers are the dominant social partners for infants and the “expected environment” for their healthy development (Tottenham, 2012). Every parent has a limited repertoire of caregiving behavior for the child. Over time, the interaction between caregiver and infant has many regularities and fewer surprises or novelties. In this way the infant learns the caregiver’s schematized relational behaviors. Such memories may be highly stable as they are reinforced repeatedly and over a long period. If this learning has a positive meaning and supports the development of a positive close relationship, it will be encoded as a positive conviction about self and the relationship with the caregiver. Similarly, if it is negative, it may leave rather strong negative meanings of the relationship and the child’s self (Pesso, Pessoa Boyden & Vrtbovska, 2009; Winnette & Baylin, 2016, Cairns, 2002). Here, I speculate that the memory system creates a memory schema for close relationships by extracting and encoding features of multiple relational experiences with a constant caregiver, which include physical proximity, time spent together, and interactive involvement of self and the other. This schematic memory template may influence how people form and maintain close relationships later in life.

4. ACES AND EARLY SOCIAL ADVERSITY

4.1 The Impact of ACEs on Physical and Mental Health

The term “adverse childhood experience” was coined by the American doctors Vincent Felitti and Robert Anda, who authored the original ACE study. This study demonstrated that ACEs, such as physical abuse, sexual abuse, physical neglect or emotional neglect, have a long-term impact on physical and mental health. The study found that children who experience three or more ACEs have a significantly greater negative impact on their health as an adult compared with children with fewer ACEs (Felitti et al., 1998). Felitti, Anda, and their colleagues later proposed the following hypotheses: (1) The negative consequences of ACEs will appear in different areas of health and functioning because different parts of the developing brain were affected; (2) the probability of negative consequences reflects the number of adversities experienced; and (3) the number and type of disorders reflect the extent of impaired brain functions (Anda et al., 2006). These results and the concept of ACEs have been widely accepted and have inspired further research in the disciplines of psychology and medicine (Krinner et al., 2021; Sahle et al., 2022).

However, the ACE study only reported on ACEs that the participants remembered (could retrieve from long-term episodic memory) and reported in the ACE questionnaire as adults did not include adversities associated with infancy and early childhood, which occur before the development of episodic memory.

4.2 Absence of a Primary Caregiver in Infancy

Social and affective developmental neuroscience research suggests that the primary caregiver is an “expected environment” for infants and children (Tottenham, 2012). This relationship is essential for healthy development in multiple domains. One of the most critical domains is sociability, which includes the ability to form and maintain various types of relationships. It is widely agreed if an infant does not experience sensitive and involved primary caregiving, they will feel insecure in relationships later in life (Bowlby, 1969; Ainsworth & Bell, 1970). But, what happens when an infant does not experience constancy in close relationship because the primary caregiver is not present at all or is present, but in a changeable, fragmented manner?

4.3 Primary Caregiver Absence Means the Absence of Constancy in Close Relationship in Infancy

Absence of a primary caregiver in infancy can occur in various instances. In institutional care, infants experience rotating caregivers and unpredictable, radical changes in their social environment. In a less extreme form, it can also occur in a family setting (Feldman, 2015). For example, if the mother suffers from a serious illness or depression, the infant may experience her as distant, and often unavailable. In another instance, an infant may experience separation from their primary caregiver for medical reasons. In such circumstances, many different family members or a nanny may provide care for the child, meaning that the infant experiences many different faces, physical features, and behaviors during caregiving.

Those caregivers may make a genuine effort to be close to the infant and to meet the infant’s needs. The infant is safe with them. However, from a social development perspective, in all of the aforementioned situations the infant would not experience and encode some of the most crucial qualities of close relationships – frequent proximity with a single caregiver over a long period of time, intimate knowledge of the primary caregiver, a sense of familiarity, implicit memories of the self and the other in synchrony, and trust that the relationship and connection will continue. Therefore, the infant might not learn enough cues on how to form and maintain a unique, close relationship because their caregiver did not provide the experience of sufficient constancy in close relationship for the child to learn this skill.

The coined term constancy in close relationship means, that the infant experiences presence of primary caregiver as a repeated familiar close social connection, and encodes it as implicit memories, and also as generalized memory schema. This early learning of constancy in close relationship might be one of the essentials for development of ability to form and maintain close relationships later in life.

4.4 Consequences of Primary Caregiver Absence During Infancy

Institutional care in infancy represents the most extreme version of the absence of a primary caregiver and constancy in close relationship. Research in developmental psychology indicates that children with such a history often suffer from consequences in many social domains, not just when they are placed in institutions and also long after they are adopted (for review Gunnar & Reid, 2019; Tarullo & Gunnar, 2005). For example, many of these children exhibit signs of disorganized attachment relationships. They are eager to receive attention and socially engage, but they repeatedly fail in their efforts to form and manage both close and casual relationships satisfactorily. Moreover, they often exhibit affective and behavioral dysregulation when connecting with people, including their adoptive parents or foster carers. Thus, they may overreact to ordinary daily social cues in the family and easily become stressed by minor social conflicts. Some will also display signs of social apathy, avoid social situations, and have difficulties in learning how to make friends and behave in social groups (quasi-autistic patterns of behavior) (Rutter et al., 1999). They also often experience problems distinguishing between their parents and other adults (Olsavsky et.al., 2013). According to research and clinical experience, the consequences of institutional care in infancy seem to be persistent and significant, especially in terms of social behaviors (for review Nelson, Zeanah & Fox, 2019; Vorria, et al., 2003; Rutter, et al., 2007; Sheridan et al., 2012; Gee et al., 2013).

Neuroscience research suggests that these children have a larger and hyperactive AMG as well as accelerated development of connections between the PFC and AMG. It is believed that the absence of primary caregiving leads to the premature accelerated development of independence (Gee et al., 2013). For example, a 2-year-old child adopted from an institution may never seek support or help from their parents when injured or stressed. When the child goes to a playground with their adoptive father, he runs away and joins other parents. It is difficult for him to recognize who is his father and who are total strangers.

I propose that many of the aforementioned social difficulties in children with a history of absent primary caregivers in infancy are related to the absence of learning higher knowledge about close relationships in infancy and early childhood. This may lead to a serious deficit in social development and cause many psychological issues to appear later in childhood, adolescence, and adulthood, such as promiscuity, social isolation, loneliness, difficulty finding a partner and starting a family, and parenting problems.

5. CONCLUSIONS

My main conclusions and outline of the theoretical concept of constancy in close relationship are as follows.

I. Close and casual relationships present different relational schemas. Although they overlap in some ways, they seem to be partially processed by different brain areas (Roseman et al. 2022). Developmental neuroscience suggests that babies before birth and infants learn implicitly, but rapidly through repetitive and multiple exposures to their

social environment. Higher knowledge extracted from repeated experiences are also saved in the form of generalized memory schemas. Such schemas are used for orientation in the social world and are the foundation for further social learning. Although we typically do not have episodic memories of events in infancy and early childhood, apparently, beginning of necessary social learning is done implicitly, and without awareness.

II. I speculate that early learning about closeness is encoded in implicit memory, and in 'memory schemas of constancy in close relationship'. These schemas influence our ability to form and maintain close relationships throughout life.

III. Infants who do not have a consistent primary caregiver may not experience the constancy in close relationship needed to develop schemas to guide them in establishing close relationships as children and adults. Consequently, they may have significant problems in their social functioning in general.

I propose that failure to encode sufficiently experience of constancy in close relationship in infancy and early childhood due to the absence of a primary caregiver should be considered a specific form of early social adversity.

This theoretical framework may inspire new considerations about early child development and generate new research questions. However, deeper focus, discussion, and research is needed to clarify this developmental concept further.

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Author

PhDr. Petra Winnette, Ph.D.
First Faculty of Medicine, Charles University
Natama Institute
Pod Kotlaskou 9/555
Praha 8 - Libeň 180 00
winnette@natama.cz

	DISKUZNÍ PŘÍSPĚVEK	
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THE IMPACT OF CLUB ACTIVITY ON THE FAMILY LIFE OF SENIORS

Dušan Polonský¹

Abstract

The article characterizes seniors as a social group and age group. It points to organizations that defend the interests of seniors and their families in the Slovak Republic. It pays more attention to military seniors (military retirees) in Slovakia and especially to the activities of the Liptov Military Pensioners' Club, which operates in Liptovský Mikuláš – also in the direction of active activity of seniors and their family members.

Keywords

Seniors, age group, social position, support groups, club activities, military pensioner, Military Pensioners Club of Liptov, individual activities

INTRODUCTION

Population aging is currently a serious social problem in basically all industrialized countries of the world (Marcoen, Coleman, O'Hanlon, 2007) – as evidenced by all available statistics. In the submitted contribution, we start from a brief view of the aging of the population in the conditions of Slovakia and follow it up with an outline of the understanding of the category of seniors, their family situation and, above all, the need for club activities of seniors to ensure the satisfaction of their interests and needs. A substantial part of the contribution is devoted to the functioning of the civic association of the Military Pensioners Club of Liptov (MPCL), processed in the form of a case study (taking into account the possibilities within the scope of this article).

Aging in Slovakia

Slovakia is aging dynamically! This is evidenced by the National Program of Active Aging for the years 2014–2020, where it is stated that while in the European Union due

¹ Department of Social Sciences and Languages, Armed Forces Academy of general Milan Rastislav Štefánik

to population aging, 15% of the workforce will be missing in 2050, in Slovakia it will probably be up to 21%. Slovakia will thus not only be older, but since it is less numerous, it is assumed that it will also be ethnically poorer. If the current birth rate is maintained, there is even a forecast that in the second half of the 21st century we will form one of the oldest European populations (Bleha, Šprocha, Vaňo, 2013).

From this point of view, the year 2018 is a breakthrough in monitoring the aging of the population, because the number and share of seniors exceeded the number and share of children for the first time in history in Slovakia. Children under the age of 14 made up a total of 15.7% of the Slovak population. Seniors aged 65 and over already make up 16% of the population (858,000 children, 874,000 seniors). The aging index thus exceeded the threshold value of 100 for the first time. In Slovakia, there were 102 seniors for every 100 children. The development of other indicators also confirmed the aging of Slovakia. The average age of a resident of Slovakia reached 40.8 years and increased again by several months year-on-year. In other words, the average age in Slovakia was 40 years, 9 months and 18 days. The average age has been above 40 years since 2015. The median age has also increased, reaching 40.6 years. It means that half of the population is older than 40 years (www.slovak.statistics.sk).

As of March 31, 2022, the aging index in Slovakia is 108.27% (men 85%, women 132.7%). The share of people of post-productive age was 17.4% (men 14.3%, women 20.36%). On the other hand, the number of people of pre-productive age was 16.06% (men 16.8%, women 15.34%). The median age reached 41.8 years (men 40.4, women 43.3) and the average age of the population was 41.4 years (men 39.8, women 42.9) (www.statdat.statistics.sk).

Both optimistic (positive) and pessimistic (negative) opinions appear when assessing population aging and evaluating its consequences (Mládek, Káčerová, Stankovičová, 2018). The positive assessment is based on the constant growth of the population's quality of life, expressed mainly by the growing average life expectancy. The selected indicators mainly reflect economic development, care for public health, improvement of the nutrition of the population, increasing the educational and cultural maturity of the society.

More often, however, population aging is perceived pessimistically, as a significant economic and social threat to future development, which is what we want to point out above all. It is mainly associated with the problems of economic development (aging workforce), health care and especially the financial sustainability of the pension system. Other specific needs of the population of older age categories (a broad cohort of seniors) also deserve greater attention, namely enormously high demands for health care (increasing and increasing fees in medical offices, payments for medical devices, increasing prices of medicines, disruption of clinics in some regions and the necessity to travel to distant health centres, etc.), requirements for the size and technical equipment of housing, special dietary requirements, requirements for cultural and sports programs, etc. These needs are also associated with increased requirements for their material, personnel and financial security.

Even on the basis of the above, it is clear that aging and old age are becoming an increasingly urgent social problem in Slovakia in connection with the increase in the age of the population and a problem that cannot be turned a blind eye to. It can be looked at from two points of view (Farkašová, 2014): firstly from the point of view of the segment of the population that it directly affects, secondly from the point of view of the whole society, because the increase of old people has serious consequences for its structure and its functioning. This means paying a higher level of attention to seniors, both from the state and its institutions responsible for the life situation of seniors, and from seniors' organizations themselves, which should activate seniors to satisfy their multifaceted needs, interests, hobbies, etc.

Seniors – their social position and club activities

According to E. Shanas, et al. (2009) represents senior age is a universal phenomenon, while D. Sýkorová (2007) states that the social marker of old age is the retirement age. Many authors agree with this, according to which this calendar age oscillates around the 65th year of a person's life (f.e. Kalvach a kol., 2004) (it is different in the case of military pensioners). They do this not only to conform to various stereotypes, but also because around midlife there are evident physical and psychological changes (Stuart-Hamilton, 1999).

It can therefore be agreed that the social position of a senior changes more significantly at the moment of his retirement – his active employment ends, which until now determined both his decisive social status (and prestige), as well as the work roles that resulted from it. The new (centre of gravity) social position of the senior is primarily determined by the family position and the resulting parental and family roles (also within the extended family and relatives). It is also determined by the social position, status and roles in a group of friends, former colleagues, in a sports or cultural club, in groups of residents in the place of residence, etc. With the loss of work status, there is also a change in the social prestige of the senior citizen, which is now tied to non-work social positions and roles.

To this can be added certain problems associated with widowhood, with the phenomenon of the so-called of an empty nest – after the children leave the family, further with the phenomenon of loneliness, isolation from the social environment, pauperization – a decline in the standard of living in old age and the threat of poverty, the phenomenon of the so-called veterans, when the senior falls out of the system of interpersonal relations. Seniors in our country often find that even the experience they gained in life may not be helpful in adapting to old age, because technologies and procedures have changed significantly in almost all areas of society's functioning, especially (but not only) in information and communication technologies. The structure of their needs changes significantly in retirement, while their centre of gravity is transferred to other incentives, interests and values compared to those of work (Vágnerová, 2000) – the already mentioned family and leisure.

According to research findings, the majority of the elderly population ranks good family relationships second in their value system (Mustagrudič, 2012). Along with health, the value of family is one of the highest values in their lives for most seniors. This is understandable, because a harmonious family provides the senior with a sense of security, safety and belonging. Every person needs to feel that he belongs to someone or somewhere in order to live a satisfied life (Smékal, 2005). In old age, even in Slovakia, many people tend to withdraw into the family and private world rather than become active in public and social life.

The presence of a partner also plays an important role for a quality life and lifestyle in old age. If the species dies, this new experience significantly disrupts adaptation in older age and at the same time the quality of life of each individual. Such a person is more affected by the feeling of loneliness and may find himself in an isolation that he did not know until then (Rabušic, Vohralíková, 2004).

Seniors (not only the lonely ones) can be greatly helped in satisfying their needs, values, interests (hobbies) by various club activities. It can be stated that this form represents the most common form of association of senior citizens in our country (as well as in other countries). They work under different names, such as „active aging clubs“, „senior clubs“, „early born clubs“, „pensioner clubs“ and others. They offer various talks, trips, excursions, outings, cultural events, sports programs, handicrafts, board games, as well as educational programs and other activities for members and participants. They are characterized by a greater effect on the development of personal interests of members education is present here in the form of a one-time event, while cyclical forms of education are rather exceptional. The founders are mainly local government bodies, homes for the elderly, charitable organizations, etc. (Šerák, 2009; Špatenková, Smékalová, 2015).

Even in the post-productive age, this club activity still plays an important role and helps people's less conflicted adaptation to senior age (Balogová, 2005). It is an organized activity that emphasizes the irreplaceable social position of senior clubs in terms of their participation in the socio-political, cultural, educational, sports and social life of society. This fact is also considered by psychologists (e.g. Hegyi, 2009) as an important manifestation of their social integration, socialization, and maintenance of adaptability and social (and group) inclusion of individuals. On the one hand, they help to increase the share of seniors in society-wide and community activities, on the other hand, their activities are usually aimed at improving the specific social situation and at the same time maintaining the health status (mental and physical condition) of older people (Hrozenská, 2008).

At the same time, the clubs play an important supporting function – members of the senior clubs function as „support groups,“ which develop mutual contacts and help (in the field of training and information), such as legislative, medical, educational, security and other forms. It is only natural that the success of the functioning of clubs depends on the expressed interest of each member in carrying out his activities based on his physical, psychological, social and interest aspects in such a way that they bring him joy, fun, satisfaction, pleasure and satisfaction (Janiš, Skopalová, 2016).

The case of a professional senior club – Military Pensioners Club of Liptov

Who is a military pensioner? A „military pensioner“ is considered to be a person who, according to the laws currently in force after 1989: a) ended his military career and retired from the Armed Forces of the Slovak Republic within the specified age limit according to work (service) categories (at 56, 57, 58 years of age); b) who left the Armed Forces of the Slovak Republic after serving 20 years – the so-called long-service pensioners; c) those who have recently completed their military career. Another part of military pensioners are „military veterans“ who also performed military service in foreign military missions (together with other soldiers of the armies of member countries of the North Atlantic Treaty Organization – NATO).

The main mission and activity of the club. The main and irreplaceable mission of the activity of this club, in accordance with the adopted statutes, is to support and develop the activities of its members in the cultural, social, recreational, sports and social fields, by creating conditions for their active participation and involvement in social life as part of the club's activities. as well as in public (MPCL Statutes). The club celebrated its 30th anniversary last year. During this time, it went through various organizational changes, when it was first part of the Union of Professional Soldiers of the Czechoslovak Army, then the Union of Soldiers of the Army of the Slovak Republic and finally the Union of Soldiers of the Slovak Republic. It separated from the last-named union (currently bringing together 25 clubs – www.zvazvojakov.sk) in 2017 and since 1 January 2018 it has been operating as an independent entity under the current name Military Pensioners Club of the Liptov.

Legislative anchoring – membership limits. The club unites recipients of long-service insurance benefits, professional soldiers, war and military veterans, retired soldiers, as well as their family members and citizens of Slovakia, who agree with the goals and activities of the club, with its program focus and statutes. With its focus, it is also profiled as an organization with a professional relationship with the armed forces of the Slovak Republic. The club is a legal entity that can enter into a relationship with self-government bodies and organizations on the territory of the Slovak Republic (MPCL Statutes) in the form of a civil association.

Club membership. In 1991, 83 military pensioners started in the club. As of April 30, 2010, the club had 204 members. As of February 3, 2016, the club consisted of 198 military pensioners and 211 other members – a total of 409 members. As of 31/12/2020, 193 military pensioners and 225 others (family members and sympathizers) were members of the club. There were 418 members in total. The average age of military pensioners reached 70 years, other members 62 years. The overall average age was approximately 66 years. As of November 8, 2022, the club had 356 members, of which 176 were military pensioners (including 4 women) and 180 other members (including 135 women). The decrease was mainly caused by the death of club members – in both older and younger age groups.

Coordination, mentoring and coaching. The club's activities are organized by the club council (14 members) – it is its managing and executive body. Creates and projects outputs of the club's activities – a schedule of tasks and activities. Specifically, he plans the activities of the club, organizes the fulfilment of tasks, convenes member meetings, ensures contact with members keeps membership records, records of club management, minutes of council meetings and member meetings. It is a club body that is elected at the annual membership meeting. It is headed by the chairman of the club, who represents it and represents it in negotiations with other organizations in the place of operation of the club and outside it. They regularly participate in the so-called Council of Elders convened by the mayor of the city Liptovský Mikuláš. The club is financed by the members of the club, when military pensioners up to the age of 85 contribute 10 Euros per year, sympathizers 6 Euros per year; members over 85 (we have 17 of them) and severely disabled (currently there are 4) are exempt from payments.

In the form of a part of the Military Pensioners Club, the **Club of Seniors 3** (municipality) within the city of Liptovský Mikuláš, which does not have legal personality, also develops its activities. These activities are similarly focused (in accordance with the club's statute) on organizing club, social, cognitive and educational events, as well as events of a recreational nature, or joint participation in such events, organized by other entities. It participates in the creation of conditions for the active activity of club members in various circles of interest, as well as in the improvement and maintenance of day centres and their surroundings in the form of minor maintenance work, based on the voluntariness and willingness of club members. What we consider important to emphasize is that senior clubs use the premises of day centres for their activities, established in accordance with § 56 of Act NR SR no. 448/2008 Coll. on social services, as amended and on amendments to Act No. 455/1991 Coll. on trade entrepreneurship (Trade Act) as amended. Their founder and operator is the city of Liptovský Mikuláš. Such an option is not legislatively provided to the Military Pensioners Club.

Only those members of our Military Pensioners' Club who have reached retirement age, have permanent residence in the city of Liptovský Mikuláš and cannot be members of two senior citizens' clubs in the city can be members of Senior Citizens Club 3. The opening of the activity and operation of our club took place on February 23, 2016. Gradually, the allocated spaces were improved and furnished with furniture and other equipment. Meetings of the club's board, a competition in mariachi, in table tennis, rehearsals for various competitions, meetings with celebrants, discussions, meetings of the section of members of the railway army are held here, events of a diverse nature are held for club members according to the work plan for the calendar year.

Club coordination and cooperation within the Slovak Republic. In addition to the Military Pensioners Club, the **Basic Organization of the Pensioners' Union of Slovakia 3** (BO PUS 3) also operates. Its membership currently consists of 158 members – it is the strongest organization of seniors in the Liptovský Mikuláš district. It carries out its activities mainly from the Work Plan of MPC of Liptov. It also focuses its activities on public presentations and representations. Among its most popular events is the arrangement of discounts for

visits to Aquapark Tatralandia and Water World in Bešeňová. He successfully organizes a entertainment in Liptovský Ján, and weekly spa vouchers with a special state subsidy for seniors are also very popular (in 2021 there were 27 of them) (Report on the activities of BO PUS 3, 5 April 2022). Since 2020, the basic organization has its own financial management. Members financially support the activities of the club in the amount of 2 Euros per year.

The Section of the Railway Troops has been working within the Military Pensioners Club for a long time. Agile members of the mentioned semi-professional section organize regular annual meetings of former members and employees of the railway troops from Slovakia and the Czech Republic and their family members (sometimes up to 150 people). They take place alternately: one year in the Czech Republic and the second year in the Slovak Republic. These meetings have already been held, for example, in Liptovský Mikuláš, Rožnov pod Radhoštěm, Spišská Nová Ves and elsewhere. The members of the Club of military pensioners are currently 15 former members of the Railway army.

In addition to the above organizations, members of the club are also involved in the activities of the Slovak Gardeners' Union in the territory of the city of Liptovský Mikuláš (more than 60 people), they are members of the Slovak Union of Anti-Fascist Fighters – SZPB (19 people), they work in the Spišská Catholic Charity at the Church of St. Nicholas in Liptovský Mikuláš, they are also members of the Czech Association in Liptovský Mikuláš (31 people), they are active in the Slovak Red Cross, they work in the Society Parkinson Slovakia, they are members of the Committee of Matica slovenská in Liptovský Mikuláš and in other organizations.

Individual activities of MPCL (edited from MPCL Newsletters 2010–2022)

Cultural activities – first of all, they are *receptive activities*, connected to the life of the entire society, in which not only members of the club, but also their family members and sympathizers of the club participate. It is primarily associated with the celebration of important anniversaries and events in the life of our country, region, the armed forces of the Slovak Republic, the Armed Forces Academy of gen. M.R. Štefánik and other social organizations.

In a brief overview, we will point out the most important of them. It is primarily about the annual participation of club members and their family members in *the anniversary of the liberation of Slovakia*, the city of Liptovský Mikuláš and its districts. The 1st Czechoslovak Army Corps in the Soviet Union was deployed here for the first time in heavy fighting. Its fallen members, as well as soldiers of the rebel army and partisans, are buried on a hill near the city – Háji Nicovô, in the number of 1369 people. For the members of the club, this is an important value that is linked to the performance of their previous military profession.

With the participation of the members of the Military Pensioners Club, the Club of seniors 3 and the BO PUS 3 in the celebrations of *May 1 and the simultaneous entry of the Slovak Republic into the European Union (EU) (2004)*, we annually commemorate

the International Workers' Day. The participation of club members is also accompanied by family members of seniors – children, grandchildren and relatives. It also forms an organic part of raising children based on progressive traditions.

On the *Day of Victory over Fascism and the End of the Second World War in Europe* (May 9, 1945), club members and their family members take part in commemorative events by laying wreaths and lighting candles at monuments in the city of Liptovský Mikuláš, on Háj Nicovô hill and in the city's surroundings. They are preceded by the participation of club members in the preparation of grave sites – in cooperation with the city authorities, with primary and secondary schools, with the Armed Forces Academy of gen. M.R. Štefánik and other organizations of seniors.

Members of clubs and BO PUS honor the memory of the *Slovak National Uprising* by laying wreaths at various memorials in the city and its surroundings, as well as by participating in commemorative events of other organizations, especially the Slovak Union of Anti-Fascist Fighters. Currently, it is not a matter of pompous celebrations – on the contrary, the representatives of power in the state recognize this holiday, many even ignore it, both at the national and regional level.

Members of the clubs, as well as their family members and sympathizers, commemorate the memory of the *Carpathian-Duklian operation* every year by laying a bouquet and memorial at the sacred place Háj Nicovô, as well as by participating in the laying of wreaths at the Dukla Memorial and in Svidník with members of the Union of Anti-Fascist Fighters, members of the Armed Forces Academy of gen. M.R. Štefánik and other clubs of the Union of Slovak Soldiers.

Members of the club, who are also members of the Czech Association (but not only), commemorate the establishment of the independent Czechoslovak Republic every year (October 28) by meeting at the „Truth wins“ monument in the Arboretum in Liptovský Hrádok.

On November 11, at 11:00 and 11:00, we commemorate the end of the First World War. This date was also declared the Day of War Veterans. The clubs, together with the ZO SZPB, submitted a proposal to the mayor of the city to make a memorial plaque with the names of the victims in the First World War and place it next to the „Mother“ Memorial (2015). The city implemented this proposal and ensured its construction from the city's funds. A memorial plaque with the names of 215 victims is located on the south wall of the Evangelical church „Zbierka“ on Vrbicka street in Liptovský Mikuláš. It was ceremonially unveiled on 4/4/2017. Based on the latest historical research another 42 names will be added to them.

Perceptive activities from this point of view include the club's long-term cooperation with the basic organization of the SZPB and the Regional Committee of the SZPB in Liptovský Mikuláš, which resulted in the signing of the „Agreement on mutual support and cooperation“ (23 June 2015). On its basis, members of the club's council and volunteers participate in the renovation of the monument and the grave of three partisans who fell in valley Demänovská dolina – Jasná Lúčky. Flowers are also placed at the memorial board for the victims of the war, which is located by the road above the Cave of Freedom and at the Holocaust memorial in Lúčky.

Active activities and hobbies – in this direction, the activity of the *chess club*, which started its regular activities in 1999, occupies an important place in the club's activities. Twenty members of the club participated in its activities for several years. In addition to the club premises, the members also used the Vrbica restaurant facility. Another is the circle of *Maria players* – it meets once a week in the club premises from 1994. More than 30 players took turns in its ranks. In addition to home meetings, the club regularly meets twice a year with members of the Maria players' club of the Žilina Slovak Republic Soldiers' Union. Next is the *music-singing club*, which has been operating in the club since 2008. Its core consists of six male and female singers, who take part in creating a good mood at the club's social events and regularly participates in the „Sami sebe“ (to ourselves) event of the Pensioners' Union of Slovakia. Their common denominator is that they contribute to the development of independence and creativity of seniors, to the improvement of their cognitive abilities, memory, and at the same time enable the self-realization of each individual. An unmistakable aspect of their functioning is the development of positive interpersonal relationships.

The members of the club show quite a lot of interest in part-time work. Regularly – several times a year, the club council organizes cleaning of the club premises and its surroundings. In addition to the members of the club's council, other members of the club and their family members also participate in this brigade. Another activity, which is organized by the club council every year, is the preparation of grave sites at Háj Nicovô. This brigade meets with relatively high interest from club members as well as their family members. On important anniversaries, it is also coordinated by the Municipal Office in Liptovský Mikuláš, which, in addition to pensioners' clubs, also addresses primary and secondary school students.

Movement and sports activities – among which we can include the *pétanque ring* – it was created as one of the first rings within the club in 2005. Since its inception, competitions have been regularly organized – outdoors and, in case of bad weather, also indoors. It is also about *shooting competitions* that started taking place at the Military Academy Slovak National Uprising of shooting range and at the shooting range in the village of Lazisko on the occasion of the 50th anniversary of the Slovak National Uprising. Teams from the clubs of military pensioners in Košice and Žilina gradually took part in this competition. Shooting competitions were regularly held every year with the participation of competition teams from the clubs of the Dolný Kubín, Kežmarok, Poprad and Spišská Nová Ves clubs. In recent years, 24 members have taken turns in the *table tennis club*, who met regularly and meet twice a week in the club premises. In addition to training, tournaments are regularly organized usually New Year's and Easter singles and doubles tournaments. Members of the club successfully represent the club at District Senior Sports Games, as well as at Regional and All-Slovak Senior Sports Games organized by the Slovak Pensioners' Union.

Hiking is one of the essential activities of seniors. At the end of August, the International Military Ascent to Kriváň Hill takes place, organized by the Union of Soldiers of the Slovak Republic together with the Ministry of Defense of the Slovak Republic and the General

Staff of the Armed Forces of the Slovak Republic. Members of our club have participated in the ascent and its security several times. Every year in September, we take part in a tourist march to the Žiarska Valley to the Symbolic Cemetery near the Žiarska cottage. Together with the members of the Czech Association, we honor the memory of the victims of the Western Tatras – it is a tourist march on the route: Lake Štrbské pleso – Lake Popradské pleso – Symbolic Cemetery under Ostrva. We organize a tourist trip to Levoča and castle Spišský hrad, then to the Skanzen in Zuberec and Roháče. A popular tourist trip is to Hrebienok in the High Tatras, to Reiner's cottage and to the Studenovodské waterfalls, etc.

We also have a member in the club who represents us and Slovakia both at the national and international level at competitions in rocket modelling (Mr. Vasil Pavljuk). He won 1st place in the S3A category at the Slovak Championship; at the European Championships, 1st place in the S9A category; at the World Cup, he won 1st place in the S7 category.

Educational and informational activities. A direct educational activity of club members is a visit to a university of the third age. The first year of this progressive form of lifelong learning was opened at the Armed Forces Academy of gen. M.R. Štefánik in Liptovský Mikuláš in the academic year 2005/2006. Among the first graduates in 2008 were 8 members of the club. Other members of the club – military pensioners, their family members and sympathizers, some of them repeatedly – graduated from this course in the following years and in the various subjects of study offered. By 2020, 33 members of the club had graduated. In the academic year 2021/2022, 16 of our members continue their studies in the mentioned form – in the subjects of computer science, English language and healthy lifestyle.

The club board organizes a whole range of informational activities for club members – discussions and lectures, of which we will mention only a few: a discussion with the former Minister of Defense of the Czechoslovak Federal Republic general of army Ing. M. Vacek; health lecture on „Prevention of cardiovascular diseases“; discussions with a participant in several climbing expeditions to the Himalayas, a member of our club Mr. Ján Matlák (he also perished in the Himalayas); talk on the topic: „Banks and their products for the citizen“; lectures and discussions on amendments to the Road Traffic Act; discussion on issues of life insurance, apartment and household insurance; discussion on issues of social and health insurance for recipients of long-service benefits; discussions with a member of the City Police Liptovský Mikuláš about the activities of members of the city police and prevention of criminal activity against seniors; a discussion with the first Czechoslovak cosmonaut Vladimír Remek; discussion with a member of the Slovak Red Cross „Principles of providing first aid“ and many others.

Information about the activities of the clubs and the basic organization of the JDS is also conveyed to the members through the periodical „Spravodajca“, which is published by the club board twice a year. In addition to a brief evaluation of the activities in the given half-year, tasks and activities in the following period, club jubilees, a list of those who have left us (died), information on the possibilities of spa treatment and recreation, short advice for seniors, results of sports activities and others are listed. It is delivered to club members in both electronic and printed form.

Travel and recreational activities. We include various tours organized by the club board. From a large number of domestic tours (about twice a year) for club members and their family members, we choose tours to: the air base of the Slovak Armed Forces in Sliač; Nitra – visit to the garrison training ground Koliňanský vrch and the garrison; Gabčíkovo with a seat in Croatian Grob; Košice and Dukla; Čierny Balog – visit to the Forestry Museum in Vydrovo and the Forest Railway Museum; Banská Štiavnica and to St. Antol – tour of the Forestry Museum; Piešťany – aviation museum and city tour; Komárno – Military fortress and tour of the Square of Europe; Vychylovka – headland railway and tour of the Museum of the Kysucká Village; Stará Ľubovňa – visit to the open-air museum in nature and the castle; Open-air museum of the Orava village in Zuberec and the Orava castle; SNU Museum in Banská Bystrica; High Tatras to Lake Popradské pleso, the Symbolic Cemetery of Victims under Ostrva and Lake Štrbské pleso and many others.

The club council organizes – usually once a year – foreign trips – for club members and their family members. These were, for example, trips to: Gradac in Croatia, Vodice in Croatia, Sutomore in Montenegro, Baška Voda in Croatia, the resort of St. Filip i Jakov in Croatia, the concentration camp in Oswiecim and to Krakow, the Salt Mines in Wieliczka, Zakopane and Tatranská Javorina, to the Shëngjin resort in Albania and other destinations.

Social activities and activities with family. The KVDL Council also organizes regular meetings with the jubilees of the club, who have lived to see a *significant life anniversary* in a given year (once every six months). This event is also attended by officials of the military garrison, the Armed Forces Academy of gen. M.R. Štefánik and the city of Liptovský Mikuláš (usually the mayor of the city). Every year, a traditional meeting of our members and their wives takes place on the occasion of celebrating *International Women's Day*. A pleasant social environment with refreshments, dancing and prize draws is being prepared for the participants. The women present are given flowers with congratulations on their holiday – also in the presence of representatives of the city of Liptovský Mikuláš. For club members and their family members, an annual *goulash gathering* is organized for Peter and Paul – mainly in the Čierny orol (Black Eagle) restaurant, which is run by a member of our club. The club's music-singing circle takes care of the good mood of the participants, and a disc jockey joins the dance. A favorite event among seniors is the meeting of the crew officials with military retirees and their wives *at the end of the year*. The event features singing, dancing and a raffle. An average of 90 participants take part in it every year.

On the occasion of round and semi-round birthdays of MCPL members, visits to the severely disabled (ZŤP) of club members and the oldest members (over 85 years) are made. These are dozens of people who are visited by members of the club's council, their friends and acquaintances. On this occasion, they are given a congratulatory letter from the club, a bouquet of flowers and a commemorative gift. All the visitors positively evaluated the attention paid to them by the club's board, as well as the opportunity to view the club's chronicle, familiarize themselves with the club's activities and its individual events.

Since 1998, the Mutual Cooperation Agreement with the Armed Forces Academy of gen. M.R. Štefánik and with the military liaison unit in Ružomberok (DCISB – Deployable Communication and Information Systems Base). Cooperation includes all areas of the club's activities, including material and technical assistance.

CONCLUSION

As part of club activities and actions, opportunities are created for the self-realization of each club member, for the saturation of his needs and hobbies, interest activities, for the development of positive interpersonal relations, as well as for the creation of opportunities for the involvement of family members in club activities. This fact is significant for the club, because more than fifty percent of the club's members are family members of military pensioners and other sympathizers. The participation of family members in club activities is mutually beneficial, as it enables the reduction of the intergenerational gap (between parents and children), strengthens family relationships, and at the same time creates prerequisites for wider support of the local community.

We are of the opinion that the social position that older people will occupy in the future will depend to a large extent on the active self-organization of seniors within their own generation. These will be, for example, self-help communities, senior clubs, universities of the third age and others. Together with this, the importance of their participation in social activities in the interest of the whole society will increase – especially from the point of view of the education of the young generation, as well as voluntary help, the functioning of groups for intergenerational work, councils of seniors in regional administration and self-government, etc.

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Author

prof. PhDr. Dušan Polonský, CSc.
Department of Social Sciences and Languages
Armed Forces Academy of general Milan Rastislav Štefánik
Demänovská cesta 393
031 01 Liptovský Mikuláš-Demänová
Slovak republic
polonskydusan@gmail.com

	SDĚLENÍ Z PRAXE	
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PROČ VYUŽÍVÁME ŽIVOTNÍHO PŘÍBĚHU KLIENTA V NAŠEM ZAŘÍZENÍ?

Silvie Švecová

V Domově Iris v Ostravě se pracuje mezi jinými i s Konceptem Biografické péče o seniora. Jeho základem je poznat klienta od dětství, mládí, přes dospělost až po stáří. Díky těmto informacím, které nám buď sdělí klient sám, je-li schopen, nebo je získáme díky spolupráci s rodinou, jsme schopni nejen nastavit individuální péči a přístup ke klientovi, ale najít i příčinu, proč je klient smutný, apatický nebo až agresivní. Vyřešit jeho „projevy chování“, které snižují nejen jeho kvalitu života, ale i spolubydlících a v konečné řadě i zlepšit a ulehčit péči personálu.

Při prohloubení demence se může stát, že ze dne na den senior zapomene, že si umí umýt ruce, že se umí učesat, obléknout, najíst, začne být negativní až agresivní, utíkat, smutný, takzvaně ztracený v čase, v místě v situaci nebo při zhoršení zdravotního stavu nebo po onemocnění, které způsobí např. upoutání na lůžko, poruchu řeči a pak je klient plně odkázán na naši péči.

Jak znova obnovit spokojenost a zvýšit kvalitu života?

Pokud máme a známe životní příběh, máme dostatek informací, můžeme začít zkoušet, co přinese efekt s cílem spokojeného klienta.

Klient doteď ráno vstal a provedl ranní hygienu v koupelně, teď vstane a sedí, neví, co má dělat. Na pokyn, ať se jde umýt nereaguje, když se doprovodí do koupelny, neví, co zde má dělat, což může vést k pocitu, že to neumí. Z biografie můžeme zjistit oblíbené mýdlo – jeho vůni a jeho typ, stejně tak kartáček na zuby a zubní pastu, že klientka používala kartáč na česání, používala krém určité značky, že si malovala rty a její oblíbenou barvu. Nastává čas k výcviku soběstačnosti, rituálu tak, jak bývala zvyklá např. v mládí. Když uvidí v koupelně tuhé mýdlo místo tekutého, kartáč, kterým se česávala místo hřebenu, ... může se opětovně nastartovat sebeobsluha, prostředí díky známým předmětům už nebude cizí, bude vědět, jak s nimi naložit. U mužů je to podobné, dokonce mohou být špatně nalazení, když jim po holení nabídnete jejich novodobou kolínskou, vždyť oni nepoužívali nic nebo pitralon.

Další problém může být i samotné holení. Klient při příchodu do domova se zvládá holiť elektrickým holicím strojkem zcela samostatně a denně, postupem času se četnost snižuje, až se neholí, nastoupí pečující personál a jeho strojkem ho oholí, může se i bránit, že to nechce a vzniká v tomto směru nesoběstačnost. Při použití klasické žiletky, štětky na holení a mýdla, pěny, často si rozpomenou, že takhle holení znají a není pro ně problém oholit se. Je třeba s nimi rituál opakovat, než získají jistotu a stanou se opět soběstačnými nebo aspoň částečně.

Klientka, která si při nástupu přála být i se stravovat v klidu na svém pokoji, četla si časopisy, sledovala TV, začíná z pokoje, oddělení i domova utíkat? Z výrazu obličeje jde vyčíst, že je nešťastná, ale nedokáže říct proč. Z životního příběhu jsme zjistili, že v mládí bývala vždy ráda ve společnosti, že měla pejska, kterého několikrát denně venčila. Ke spokojenosti klientky stačilo „naučit“ ji chodit do jídelny, kde jedla s ostatními klientkami, trávila tam s nimi svůj čas, v zimním období jednou denně následovala procházka po zahradě s personálem a teď v teplém počasí už má cestu na zahradu a zpět naučenou a tráví tam čas dle svého uvážení, je opět spokojená a nemá potřebu odcházet z domova. Nechám k zamyšlení, co by se dělo, kdybychom tyto informace neměli a neustále ji hlídali, ať neuteče a něco se ji nestane.

Klient odmítá pít, nedodrжуje pitný režim, zkoušíme různé druhy pití, přesto se nedaří zvýšit příjem tekutin. Ze získaných informací můžeme zjistit, že doma pil jen z „hořčičáku“ a kávu z půllitrového porcelánového hrníčku. V lepším případě se podaří získat přímo to oblíbené od rodiny nebo aspoň podobné nádoby, které připomene, že se má napít, protože k tomu ta sklenička, hrníček je a stejné to může být s jídlem.

Oblékání, klient ze sebe čím dál častěji sundává triko, mikinu, ... chodí obnažený po oddělení, klient se nechce oblékat, je oblečen a opět se během chvilky vysleče. Z jeho příběhu můžeme zjistit, že vždy chodil ve své aktivní části života např. v košili nebo v montérkách, ... při nabídce „jeho“ oblečení získává svou soběstačnost při oblékání a stává se z něj opět spokojený klient.

Určitě máte i seniory, kteří nepoznávají vás, svou rodinu někdy ani neví, kdo jsou oni. V tuto chvíli přichází na řadu jejich vlastní biografická kniha. Kniha plná jejich pozitivních vzpomínek od narození, informací o jeho rodičích, místě narození, sourozencích, jejich kamarádech, oblíbených koníčcích, studiích, prvních láskách, povolání, svatbě, dětech Pokud se podaří získat i dostatek vlastních fotografií z průběhu celého života je to pro vzpomínání a ukotvení sebe ještě lepší nebo aspoň fotografie míst, oblečení, zpěváků, potřeb denního života, ... z té doby použité z knih a internetu. Společné čtení, prohlížení vede často k úsměvu klienta, k vybavení si krásných vzpomínek a rozpovídání se, v tu chvíli se cítí velmi dobře, ví, kdo jsou.

A jak se tato kniha tvoří? Je-li senior plně orientovaný, má své fotografie od dětství, dá se říct, že to je výhra. Podmínkou ke zvládnutí kurzu Biografické péče je vytvořená právě taková kniha. Já tvořila knihu svému dědovi, děda, který byl přijat do našeho domova pro sníženou soběstačnost a dezorientaci všemi směry po zvládnutí těžkého zápalu plic po Covidu, babička týden před jeho onemocněním zemřela a neměl se kdo o něj postarat, některé dny ani nevěděl, jak se jmenuje, natož kde je, co se stalo, kde se narodil, prožil své dětství. A jak teda psát knihu v takovém případě? Ano, měla jsem výhodu, znala jsem jeho dceru Adrienu, která žije v Kanadě, druhá nevlastní dcera, moje maminka jej poznala jen povrchně, byla už velká, když se s babičkou oženil. Já věděla, že rád fotil a hrál karty, jinak se celé dny „povaloval“ po gauči, luštil křížovky a sledoval TV. Schválně, kdo znáte oblíbené jídlo svého dědečka, natož vůni a co dělal v dětství? Ale měla jsem štěstí, babička byla organizační typ a měla fotky, plno fotek, v albech. Já je postupně nosila dědovi a povídali jsme si o nich, někdy nevěděl vůbec, kdo

na fotografiích je, jindy to, co řekl, příště povídal jinak, ale trpělivým způsobem jsme se k nějakým informacím dostali. Oslovila jsem přes WhatsApp dceru a vysvětlila ji svůj záměr. Vytáhla krabici s dědovými fotkami jeho rodičů, tatínka, kterého nikdy nepoznal, byl zajatým židem a děda se narodil, když již byl uvězněn. Téměř celá jeho rodina nepřežila válku, až teda na tetu Ilonku, která vše už dávno v dopisech sepsala, proto děda dokázal i popsat své blízké, které nikdy osobně nepoznal na fotografii, kterou vidával už od dětství. Adriana mi poslala i ofoceně dopisy z koncentračního tábora, které psával tatínek jim někdy v češtině, jindy v němčině. Já tušila, že jeho tatínek byl židovského původu, ale nic víc se u nás doma o tom nemluvalo. Mezi uschovanými dokumenty byly i dědové vysvědčení a já zjistila, že hrával na housle, cože, můj děda? Vystudoval i vysokou školu v Brně, kde se seznámil i se svou první ženou, která ještě žije a velmi ráda přijala mou nabídku na rozhovor o jejich společných letech. Jaké bylo mé překvapení, že vlastně ona schválně seznámila mou babičku s dědou, protože oni byli každý jiný a dědu nenapadlo se rozvést. Při mé návštěvě měla připravené další fotografie a příběhy. Bylo vidět, že velmi ráda vzpomíná. Když jsem fotografie ukázala dědovi, byl vidět úsměv ve tváři, bylo mu to povědomé, občas si i vzpomněl, když ne, dopomohla jsem mu vyprávěním první ženy. Dalším zdrojem informací byla kniha *Povídej, babičko...*, kterou nám babička pěkně vyplnila ještě za plného zdraví. Všechny tyto získané informace jsem zpracovala od dětství, mládí, ... až po stáří, přestože by v knize měly být jen ty pěkné příběhy, podařilo se mi i pozitivně vložit ty smutné, jako o jeho tatínkovi, otčímovi, který byl despota i o úmrtí jeho druhé ženy, mé babičky. Takto připravenou verzi jsme spolu pročetli několikrát, vždy s několikadenní přestávkou, abych měla informace potvrzené. Každé společné čtení bylo krásné, byli jsme spolu a prožívali pěkné chvíle. Na závěr jsem do knihy vložila i získané fotografie a knihu mu předala.

Přestože jsme se o důvodu psaní bavili několikrát, tak při předání a prohlídnutí knihy se mě ptal, zda jsem tu knihu mu udělala proto, až přijde den a on si nebude nic pamatovat, tak si to přečte a bude vědět. Byla to pro mě moc krásná myšlenka.

Díky neustálým stimulům, ježděním na jeho známá místa v Ostravě, chození do divadla, na hřbitov, do obchodu, kde chodíval pravidelně, hraní šachů, postupně i luštění křížovek, pečení oblíbených buchet, ... se cca po 10 měsících stal plně orientovaným a knihy již nebylo potřeba. Vytáhla jsem ji opět před 3 měsíci, kdy onemocněl opět a opět nevěděl, kdo je. Díky knize vím, ve kterém období se právě nachází, zda poznává v knize jen své rodiče a ve starším věku ani sebe, nebo naopak poznává až ty fotky z poslední doby. Z nemocnice nám jej pustili umřít domů, věřím, že díky všem těm získaným informacím ze životního příběhu, neustálým opakováním, nabízením pozitivních stimulů je stále mezi námi a pomalinku se zlepšujícím stavem. Víím, že zde nebude na věky věků, ale chci, aby každý jeden den byl jen a jen ten pozitivní, že díky informacím, které jsem díky zjišťování informací pro knihu získala, se mi to daří a stejně tak i pečujícímu personálu domova, kteří již mého dědu neberou jako seniora, ale pána s životním příběhem.

Z toho vyplývá i odpověď na otázku Proč znát životní příběh seniora: Senior je člověk se svými životními prožitky a zkušenostmi, díky jeho příběhu dokážeme zacílit na jeho spokojenost, pocit bezpečí a jeho zvýšení kvality života ruku v ruce se spokojenými pečujícími. Často přemýšlím, že si takovou knihu začnu psát už sama, ať pak mé děti, vnoučata ví, že nesnáším levandulový olej, spím celá přikrytá a miluji hořkou čokoládu.

Autor

Silvie Švecová

studentka 2. ročníku Edukační péče o seniory

Domov Iris, příspěvková organizace

Rybářská 1223/13

709 00 Ostrava – Mariánské Hory

sve0075@fvp.slu.cz

	ZPRÁVA O VÝZNAMNÝCH UDÁLOSTECH	
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PROMĚNY RODINY: VÝZVY 21. STOLETÍ PRO POMÁHAJÍCÍ PROFESÉ

Vladimíra Kocourková, Edita Ondřejová

Dne 24. listopadu 2022 se na Fakultě veřejných politik Slezské univerzity v Opavě konal XI. ročník konference *Proměny rodiny* s podtitulem *Výzvy 21. století pro pomáhající profese*. Konferenci již tradičně pořádal Ústav pedagogických a psychologických věd nově ve spolupráci s Ústavem speciální pedagogiky.

Letošní ročník svým obsahovým zaměřením pohlížel na rodinu jako instituci, která není v krizi, ale může být křehká a v některých situacích potřebuje podporu například ze strany pomáhajících profesí různého zaměření. Při přípravě konference a volbě letošního tématu jsme si uvědomovali více než dříve, že je současná situace rodin velmi nelehká, nejen díky doznívající pandemii Covid-19, ale přidala se i další náročná situace v podobě konfliktu na Ukrajině, která ve svých důsledcích velmi ovlivňuje situaci rodin. Mnohé rodiny nebo jejich členové čelí náročným situacím, se kterými se dosud nesetkali. Toto vše vyvolávalo rovněž otázky, zda se oblast pomáhajících profesí bude v souvislosti s tím také vyvíjet, posouvat, rozšiřovat, zda se budou měnit potřeby uživatelů a na druhé straně i růst nároky na kompetence pomáhajících.

V plenárním jednání vystoupily s příspěvkem prof. JUDr. Milana Hrušáková, CSc., dále prof. PhDr. Marie Vítková, CSc. a prof. PaedDr. Miroslava Bartoňová, Ph.D. a také Dr hab. Elżbieta Napora, prof. UJD z Univerzity Humanistyczno-Przyrodniczego im. Jana Długosza w Częstochowie.

Odpoledne se rokovalo celkem ve čtyřech sekcích. Tematicky se řešily a diskutovaly otázky vlivu současné situace na rodinu a vůbec vymezení současné rodiny, které může nabývat nové a často neočekávané rozměry. Významně byla vnímána pozice dítěte v rodině a v souvislosti s tím i jeho potřeby. Řešily se možnosti a limity ze strany pomáhajících profesí, rovněž ale také ze strany např. i školy (pedagogů). Citlivá byla otázka náhradní rodinné péče a její současné proměny. Vnímány byly i multikulturní, ale i mezigenerační vztahy a potřeby nejstarších členů rodin – seniorů. Diskutována byla i rovina rizikového chování a odpovídající prevence a její efektivita. Neopomenutelnou částí byl i aspekt speciálně pedagogický, zejména v příspěvcích orientovaných na podporu rodin s dětmi se speciálními vzdělávacími potřebami a oblast meziresortní spolupráce.

Vybrané výstupy z konference budou postupně publikovány v časopise Sociální patologie a prevence.

Konference přinesla stejně jako i v přecházejících ročnících řadu zajímavých podnětů k zamyšlení a prostor pro další diskuzi a celkově uvědomění si možnosti směru vývoje a příležitostí sociální, pedagogické i speciálně pedagogické činnosti jak v kontextu rodiny, tak pomáhajících profesí.

Autoři

Vladimíra Kocourková

Fakulta veřejných politik v Opavě, Slezská univerzita v Opavě

Ústav pedagogických a psychologických věd

Bezručovo náměstí 885/14, 746 01 Opava

vladimira.kocourkova@fvp.slu.cz

Edita Ondřejová

Fakulta veřejných politik v Opavě, Slezská univerzita v Opavě

Ústav pedagogických a psychologických věd

Bezručovo náměstí 885/14, 746 01 Opava

edita.ondrejova@fvp.slu.cz

	NAŠE RECENZE	
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RECENZE KNIHY NÁRODNOSTNÍ MENŠINY A MIGRACE V ČESKÉM SLEZSKU A NA SEVERNÍ MORAVĚ VE 20. A 21. STOLETÍ

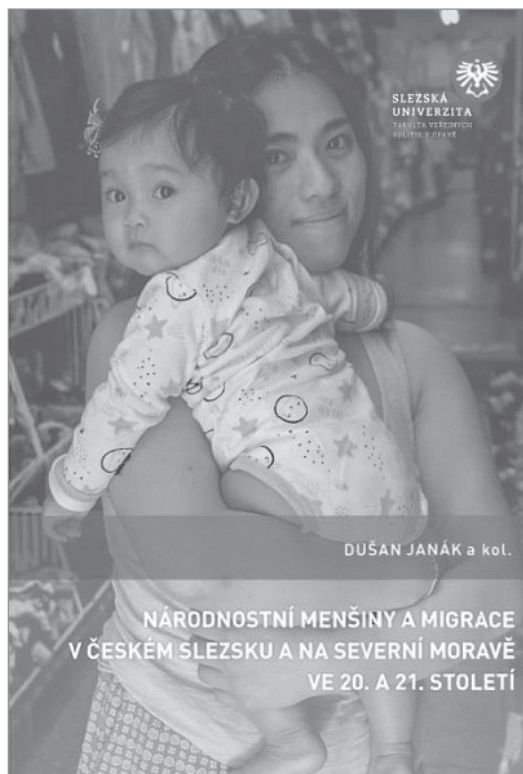
Autor: Janák, D., a kol.

Opava: Slezská univerzita v Opavě, 2021, 279 s. ISBN 978-80-7510-487-8

Kniha *Národnostní menšiny a migrace v Českém Slezsku a na severní Moravě ve 20. a 21. století* autorského kolektivu pod vedením Dušana Janáka je jedním z publikačních výstupů projektu „Právní, historické a společenskovední aspekty nových a tradičních menšin v České republice“ podpořeného Ministerstvem kultury ČR v rámci Programu na podporu aplikovaného výzkumu a experimentálního vývoje národní a kulturní identity na léta 2016 až 2022 (NAKI II). Cílem autorů bylo systematicky zmapovat a shrnout dosavadní výzkumy vývoje národnostních menšin a migrací od vzniku Československa do současnosti na území Českého Slezska a přilehlých oblastí severní Moravy, která představují modelový příklad národnostně smíšeného pohraničního regionu s tradičními i novými menšinami.

Kolektivní monografie je přehledně členěna do pěti kapitol, které logicky postupují od terminologického ukotvení problematiky, přes charakteristiku tradičních a nových menšin v Českém Slezsku a na severní Moravě, po politologické pohledy na moravskou a slezskou národnost, které se po roce 1989 nově objevují ve sčítáních lidu.

V početném autorském kolektivu jsou nejčastěji zastoupeni historici a sociologové, což do značné míry určuje ráz celé práce. V publikaci nenacházíme mnoho jazykových nepřesností (až na výjimky typu „sehrála svojí roly“ na straně 133) či redakčních nedostatků (na stranách 189–191 se těsně za sebou opakuje cca 20 řádků téhož textu), avšak faktografická strohost převažující nad čtivostí, nemá příliš potenciál zaujmout širší veřejnost. Jedná se o přehledovou



práci založenou primárně na sekundárních zdrojích, sumarizující poznání demografického vývoje národnostních menšin ve vymezeném regionu, včetně grafického vyobrazení prostřednictvím map, a odkazující na relevantní odbornou literaturu a prameny ke sledovanému tématu jako celku (ač v úvodním přehledu literatury převažují tituly starší deseti let) i k dílčím tematickým okruhům. Práce tak může sloužit jako východisko dalších výzkumů aktuálních či otevřených otázek.

V úvodní kapitole o základních pojmech a východiscích výzkumu se opakuje vazba na veřejnou správu a nástroje veřejných politik (např. s. 17), v dalších kapitolách ovšem návaznost na sociální problematiku nenacházíme, vyjma specifického exkurzu o skrytých menšinách na Osoblažsku. Pro čtenáře časopisu *Social Pathology and Prevention* tak budou zajímavé zejména kapitoly věnující se konkrétním národnostním menšinám. Zajímavý pohled nabízí také kapitola věnovaná slezské identitě v Polsku, která nicméně nesleduje primární záměr publikace. Ačkoli postrádáme větší přesah do sociální oblasti, nutno konstatovat, že výše stanovený cíl kniha naplňuje.

Do tvorby textu monografie se zapojilo deset autorů, přesto se editorům podařilo zachovat jednotnou formální úpravu i obsahovou strukturu kapitol, které tak dohromady představují kompaktní celek. Do autorského kolektivu jsou pak zahrnuti také tvůrce kartografické přílohy (Radek Dušek) a autor většiny fotografií (Jindřich Štreit). Všichni autoři jsou s jedinou výjimkou (Polsko) zaměstnanci českých institucí. Jedna kapitola je psána slovensky. Kniha obsahuje rejstříky (jmenný a místní), anglické summary, seznam pramenů a literatury, seznam map, seznam tabulek, seznam zkratk a seznam a původ fotografií. Publikace o formátu cca B5 má měkkou lepenou vazbu a je vytištěna na kvalitním lesklém papíru. To působí vysoce reprezentativně, z praktického hlediska je to ale na úkor pohodlného čtení v ruce či na cestách.

Kontakt

Mgr. Jana Kočí, Ph.D.
Fakulta veřejných politik, Slezská univerzita v Opavě
Ústav pedagogických a psychologických věd
Bezručovo náměstí 14, 746 01 Opava
jana.koci@fvp.slu.cz

RECENZE VÍCEAUTORSKÉHO SBORNÍKU OBAVY A NADĚJE SOUČASNÉ RODINY. TEORIE A PRAXE. (NIEPOKOJE I NADZIEJE WSPÓŁCZESNEJ RODZINY. TEORIA I PRAKTYKA.)

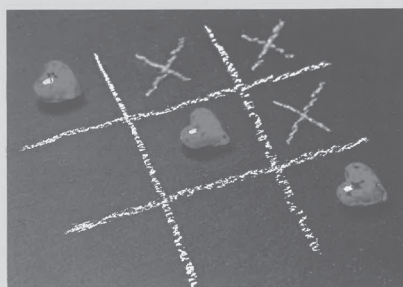
Autoři: Elżbieta Napora a kol.

Nakladatelství Univerzity humanitních a přírodních věd Jana Długosze, Čenstocho.

(Wydawnictwo Uniwersytetu Humanistyczno-Przyrodniczego im. Jana Długosza), 2021,
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Pokus o ilustraci obav a optimistického pohledu na současnou rodinu v Polsku byl podniknut v publikačním projektu realizovaném Katedrou psychologie Fakulty sociálních studií Univerzity humanitních a přírodních věd Jana Długosze v Čenstochové, který představuje čtenáři knihu od více autorů, skládající se ze třinácti kapitol. Tyto kapitoly tvoří čtyři souvislé části zaměřené na starosti a naděje vztahující se k rodině. První část „Současná rodina z pohledu teoretického a výzkumného“ zahrnuje čtyři články. Tuto část otevírá text „Emoční inteligence, pocit efektivit partnerů a postoj k rizikům i strategie zvládání konfliktní situace v manželství“, který ukazuje, že mnoho konfliktů v manželství vzniká v prvních třech fázích rodinného života čili postupně: přímo po svatbě, po narození prvního dítěte a po narození druhého dítěte. Prezentované studie poukazují na emoční inteligenci a self-efficacy (psychologické zdroje), napomáhající zvládání různých sociálních situací, včetně těch, které souvisí s manželským konfliktem. Uvedené psychologické zdroje navíc nijak nerozlišovaly mezi manžely v konfliktních a nekonfliktních manželstvích. V dalším textu „Rodičovská identita adoptivních matek“ je zdůrazněna přítomnost problému spojeného s adoptivními rodiči. Tito rodiče mají totiž potřebu svému prostředí dokázat, že jejich

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rodina je stejná jako ta s biologickým dítětem, i když se zároveň musí vypořádat s faktem existence biologické rodiny svého adoptovaného dítěte. Kromě toho adoptivní rodiče často stojí před úkolem integrovat obě tyto postavy v rámci procesu utváření rodičovské identity. Kvalitativní analýza výsledků potvrdila specifičnost identity adoptivního rodiče. Umožnila tímto vybudovat kategorii rodičovské identity adoptivních matek, vč. představy sebe sama jako adoptivní matky, představy o adoptovaném dítěti a získané sociální podpory. Závěry z tohoto výzkumu mohou být podkladem pro budoucí empirické výzkumy zaměřené na danou problematiku. V další kapitole „Člověk, pohlaví a vývojový přístup v queer teorii“, došlo k pokusu o dekonstrukci pojmu člověka a vývojového přístupu přijatého v queer teorii, především z pohledu Judith Butlerové, a v Polsku Jacka Kochanowského. Zdůrazňuje se, že queer teorie, vycházející z paradigmat postmoderny a sociálního konstruktivismu, výrazně znehodnocuje význam biologických determinant lidského vývoje, což je v rozporu s poznatky přírodních věd v této oblasti. Je také zdůrazněno, že identita jedince je utvářena především prostřednictvím vlivů kultury. Genderové koncepty nejsou přijímány nekriticky, nýbrž jsou podrobeny kritické konfrontaci se znalostmi vývojových faktorů, které poskytují současné obory, jako je vývojová psychologie a psychologie osobnosti. Poslední článek této části, „Vytěšňování a nahrazování výchovného prostředí. Syndrom výchovného vakua“, se zabývá problémem vazeb a vztahů vyskytujících se mezi výchovnými prostředními, vakua mezi přirozeným a intencionálním výchovným prostředím. Stávající mezeru mezi těmito prostředními vyplňují náhradní výchovné programy realizované ve školách, což generuje nesprávné výchovné mechanismy, projevující se mj. fenoménem teatralizace školního života. Problémy související s rodinou a dětmi jsou neustále v centru pozornosti jak polských výzkumníků, tak praktiků. Těmito otázkami se zabývá část „Rodina v nesnázích. Potíže v rodině“, která se skládá ze čtyř kapitol. Dvě teoretické kapitoly „Fungování rodin s onkologicky nemocnými“ a „Zvládání stresu u rodičů dětí s leukémií“ se týkají významu rodiny při práci s lidmi, bojujícími s onkologickým onemocněním, kteří také mají potíže v důsledku agresivní a náročné pro ně léčby. Článek přináší aktuální zprávy z výzkumů v oblasti fungování rodin onkologicky nemocných lidí. Leukémie je nejčastějším zhoubným nádorovým onemocněním u dětí v Polsku a po celém světě. Obsah studie se zaměřuje na život rodiče dítěte s leukémií, která je pro rodiče nejen výzvou, ale i bývá spojována s neustálým pocitem nejistoty, úzkosti a poklesem nálady. Z rozboru literatury vyplynulo, že rodiče dětí s leukémií nejčastěji používají adaptivní, zaměřené na úkol, styly zvládání stresu, zatímco ze zdrojů pro efektivní zvládání stresu u této skupiny rodičů je důležitý především smysl pro koherenci a sociální podpora. Kapitola „Proč ideální neznamená vždy to nejlepší pro dítě a jeho rodinu? O způsobech léčby klinického perfekcionismu v kognitivně-behaviorální perspektivě“ se zaměřuje na klinický perfekcionismus, jeho definici, zdroje a důsledky. Jsou v ní ukázány kognitivní a behaviorální techniky použitelné v psychoterapii perfekcionismu. Velmi důležitá je pozornost věnovaná problematice perfekcionismu v éře „krysiho závodu“ a to již od útlého věku. Mnoho totiž nasvědčuje tomu, že tento problém bude narůstat. Další teoretický text „Odcizení rodičů – ohrožení duševního zdraví dítěte“ předkládá různé pohledy na problematiku

poruch pozorovaných ve fungování a duševním zdraví dětí označovaných jako PAS (parental alienation syndrome, syndrom odcizeného rodiče), vycházejícího z konceptu Richarda Gardnera. Text zdůrazňuje, že syndrom PAS sice není zahrnut v mezinárodní klasifikaci nemocí a poruch DSM 5 i MKN-10, ale kvůli problémům, kterými trpí děti v důsledku rozpadu rodiny, zejména těm souvisejícím s odloučením od jednoho z rodičů nebo vytvářením negativních postojů k němu, samotný problém odcizení rodičů přece jen existuje a je signalizován jak praktiky, tak teoretiky této problematiky. Různé aspekty tohoto tématu byly analyzovány ve vztahu k profesní praxi soudního znalce – diagnostika a terapeuta.

Třetí část monografie „Děti a mládež v rodině“ se skládá ze tří kapitol. Článek výzkumného charakteru „Úniková strategie zvládání sociálního konfliktu u mládeže v souvislosti s emočními reakcemi a modelujícím vlivem rodičů“ se soustředí na nalezení osobnostních a rodinných determinantů únikové strategie zvládání sociálních konfliktních situací u mládeže. Zvláštní pozornost je věnována roli úzkosti a vzoru únikové reakce rodičů na sociální konfliktní situaci. Získané výsledky ukazují, že mládež používající v situaci sociálního konfliktu únikové strategie jejího zvládání, vykazuje vyšší míru úzkostných emocí různého původu (stav, rys) a rodiče, kteří v situaci sociálního konfliktu používají strategii založenou na úniku, přispívají k modelování únikové strategie zvládání situace sociálního konfliktu u mládeže. Výsledkem, který se může promítnout do další psychologické praxe, je rezultat související s pohlavím a naznačující, že únikové zvládání sociální konfliktní situace u chlapců je ovlivněno charakterovými vlastnostmi rodiče, se kterým se dítě identifikuje, a nikoli shodou pohlaví modela s osobou, která se s ním ztotožňuje. Na druhou stranu, úniková strategie zvládání sociální konfliktní situace používána děvčaty je ovlivněna matkou, která je modelem pro aplikaci takové strategie. Další kapitola „Materialismus, okázalá spotřeba, budování sebe sama prostřednictvím značky: analýza moderované mediace. Výzvy pro teenagery a jejich rodiny na základě vlastního výzkumu“ reaguje na další výzvu a hrozbu pro rodinu, tj. na to, že současní teenageři jsou v podstatě konzumní skupinou. Článek ukazuje materialismus a konzumerismus jako hrozbu pro nesprávný vývoj identity mladé generace. Cílem tohoto výzkumu bylo prozkoumat mechanismy vztahů, které jsou základem materialismu a budování sebe sama prostřednictvím značky mezi adolescenty z generace Z. Získané výsledky ukazují, že materialismus a okázalá spotřeba mohou souviset s budováním sebe sama prostřednictvím značek, což je patrné zejména u teenagerů s vyšší mírou kapesného. Na druhé straně, to může být faktor přispívající k použití této strategie k budování vlastní identity. Výsledky by se mohly aplikačně odrazit v podpoře a budování mezi dospívajícími různých strategií k naplnění jejich vlastních potřeb a budování sebekoncepce za účelem snížení rizika náklonnosti k hmotným věcem i upevnění této tendence jako způsobu budování sebeúcty. Cílem další kapitoly „Obraz rodiny v kresbách dívek z rodin se závislostí. Srovnávací studie z období před pandemií COVID-19 a během ní. Dopad výsledků na psychologickou praxi“ bylo posoudit u dívek v rodinách se závislostí, do jaké míry stav pandemie ovlivňuje vnímání jejich vlastní rodiny. Indikátory rodinného obrazu byly mj. vztahy mezi osobami v rodině, struktura rodiny a komunikační procesy. Ke sběru dat byl použit projektivní interview a Test kresby rodiny.

Interpretace výsledků s využitím systémového přístupu potvrdila, že sociální izolace a nutnost pobytu v rodinném prostředí je dívkami z rodin se závislostí vnímána jako negativní zkušenost s vlastní situací. Rodina byla vyhodnocena jako ještě úzkostnější než před pandemií, během které dochází k mnoha agresivním projevům, k oslabení rodinných vztahů a rušivé faktory se stávají mnohem závažnější.

Poslední část monografie „Podpora a pomoc rodině“ se skládá ze dvou kapitol. První z nich „Podnikání jako rodinná forma mezigenerační komunikace“ uvádí do problematiky nástupnictví v rodinných firmách. Prezentací vybraných problémů je upozorněno na opodstatnění plánování a uplatňování procesu nástupnictví. Byl zmíněn problém předávání znalostí, moci a hodnot s důrazem na téma mezigeneračních rozdílů. Výsledky výzkumu realizovaného Místním kompetenčním centrem pro rozvoj rodinného podnikání v Čenstochové (polsky: Lokalne Centrum Kompetencji Rozwoju Firm Rodzinnych) mezi čenstochovskou mládeží v kontextu převzetí rodinných firem. Tyto efekty můžou pomoci zakladatelům podniků i jejich nástupcům pochopit, jak zvýšit úspěšnost provádění nástupnického procesu. Získané výsledky výzkumu se tedy promítají do jejich aplikace, což je obzvláště cenné. Poslední kapitola „Systémový přístup v metodické práci asistenta s rodinou“ se soustředí na systémový přístup v práci asistenta s rodinami a představuje možnosti i výzvy práce rodiny s asistentem. Dále uvádí také doporučení týkající se metodické činnosti asistenta s přihlédnutím k systémovému pojetí rodiny. Tato kapitola poskytuje praktické pokyny pro práci s rodinou.

Z hlediska fungování současné polské rodiny mohou získané závěry, úhledně zredigované v této knize, pomoci identifikovat úzkost a spatřit naději. Mohou být rovněž užitečné v diskusích o rodině, nejen polské a podněcovat k úvahám o hrozbách pro směr jejího dalšího vývoje.

Kontakt

doc. PaedDr. Vlasta Cabanová, PhD.
Fakulta veřejných politik, Slezská univerzita v Opavě
Ústav pedagogických a psychologických věd
Bezručovo náměstí 14, 746 01 Opava
vlasta.cabanova@fvp.slu.cz



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