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Introduction

Family is a very important social, emotional and educational environment for every human being, especially for children and youngsters. Unlike the other, outside the family environments, it manifests specific love, intimacy, internal structure, atmosphere of home life and special relationships between parents and children.

A child is born in the family, regardless of its type (single parent families, cohabitant, full, reconstructed), he or she develops not only biologically but mainly personally, intellectually, emotionally and socially within the family. In a family environment the child learns a language, acquires human characteristics, social norms, behaviors, interactions between people and take up the tradition recognized by parents, their expression of the culture and system of values.

In the hierarchy of values, both recognized and valued by children, adolescents and adults, the family is one of the first and most important. They all express the view that the proper functioning of the family determines the happiness of life and the fate of the educational and professional successes of the human being [Cudak 2000]. The rise of the family crisis situation in Poland and in the world, is disturbing phenomenon in recent decades. The instability of its structure increases, the emotional ties between its members are growing weak, conflicts in a family environment intensifies, aggression and violence by parents of children increases and what decreases is parental authority, the model of the family is changing. These negative situations of family life is often accompanied by social problems such as alcoholism, unemployment and migration of one or both parents. These certainly aggravate crises in a family environment.

Dysfunctions of modern family life can threaten in shaping the system of family values, ethical, social, timeless in the young generation. The mass media like television and the Internet give models of social life, as well as disturbed hierarchy of values from previously adopted by the family. Hence, there is often confusion of the set of behavior, interpersonal interactions, social norms and especially values undertaken in everyday family life and in the life outside family.

Despite these macro-social and intrafamily threats of the modern family, this social micro-group should be regarded as primary, basic and most important careing, educational, social and axiological environment, that in particular periods of the child's development - from its birth to adulthood - is actively involved in shaping the cherished and recognized values of life. The close emotional bonds within the family environment, friendly and cordial atmosphere of home, parenting skills and socialization of parents, parental love and parental authority are the paradigms of life in the family, creating a system that optimize the value of traditions and non-family, pro-social and timeless (such as goodness, beauty, justice and truth).In addition, the community of family members, their emotional closeness and friendly interactions will daily make the proper selection of disturbed behavior, false ambitions and aspirations and choices of good and rational life decisions from a number of different values that children, youth and family meet at the local and macro-social environment.

The elements of family life that shape the process of socialization and value hierarchy in children's life

In the family, as in the whole society, there are changes. They are not as dynamic and rapid as they were visible in the macro-social changes of political transformation, because the family environment is slightly an open social group, internally consistent with intimate ties, especially in difficult times and during the changes of social, economic, political, and axiological reality.

Reevaluation of the social and political ideology, liberal economy, autonomy and freedom of individuals and groups of people, eliminating authorities, unemployment and the crisis of many institutions, including the care and upbringing, caused the transformation of ideas, patterns of behavior, and even the values hitherto recognized and accepted. In recent times (especially two last decades) the family as a social group makes certain reevaluations of axiological, functional, structural, socializing nature. The traditional model of family life in which the husband and father was the "head" of the family and takes important decisions for its members was driven towards the partner model.

Both the macro-social conditions, as well as crises placed inside the family involves the need to reflect on the possibility of teaching children and adolescents prosocial, ethical, moral behavior, active in the field of development and improvement of society. A definite view should be regarded that the family as

the primary caring, educational, emotional and social environmentis the most important in the creation of the particular system and the hierarchy of values, in it the child is born, brought up and functioning in important periods of development.

Pedagogical skills of parents are an important paradigm in the development of values in children and appropriate and socially beneficial socialization. In the area of educational skills of parents there are also parental sphere of action, as for example the use of rewards in the process of care and educational interactions, reflective use of sanctions in relation to children, and the ability to create in a purposeful and conscious way the situations of educational and socialization kind for children. Parents who have a high pedagogical culture are aware that their every action both to children and other family members is a socializing situation. They also understand that not only rewards and punishments raise a child but also their own example given out.

Conscious and targeted interaction in a family environment shape the interaction and intrafamilial communication, which is marked by continuity and permanence of the educational, social and caring relationship. Individual, including the child is a social unit, develops and shapes the views, aspirations, needs and value system in situations of intrafamilial communication. The quality of these relationships not only supports but also optimizes the educational process of children and youth in a family environment, which includes the requirement to acquire values for recognition of their own. A process of introception [Kunowski 2003] ofrecognized and accepted hierarchy of values occurs.

Parents of high pedagogical culture should take purposely and with full responsibility the concept of a targeted education family program of proceeding with children. This, according to M. Nowak [2005] put certain tasks before the family in the sphere of educational capacity to implement and could create situations of socialization, care and education essential for the development, acquisition of norms and behaviors conducive to social, religious, moral, civil, and family values. These tasks are indispensable in the early periods of development of the child, when the family is the only educational and socializing environment.

Methods of enforcing educational nature in the form of penalties, especially those of physical nature, must be eliminated by parents in the process of educational in favor of teaching, using a greater range of educational awards, including emotional awards and reflective parenting of an intellectual nature [Przygoda 2011]. Aware of the impact of parents in a family environment optimizes formation in children attitudes, views, aspirations and cherished social values.

The model of family life is changing. From traditional and institutional, in which the social roles of mother and children were subordinated to father, into the community model. In the modern family the diversity and subjectivity of the roles of mother, father, grandparents and children can be observed. Although the

social role of father as a head of the family has diminished and was depreciated in favor of the maternal role, in a family environment of more community nature, that is emotionally integrated, the system values is more accepted by the children. Equivalence and coordination of the roles of father and mother in family life supports the creation of the system of values. Father is increasingly involved in activities and household duties, takes care and upbringing of children. The share of the father in these works, often performed together with his wife and children, consolidates and strengthens the emotional bonds within the family and supports appropriate social relationships in the home environment. The characteristic of the modern family is receiving, recognition and responsibility of parents for the educational, social fate of a child, and also the interchangeability of parental duties and social roles is more visible, depending on the age of the children, living environment, professional position and maturity of the partnership of parents.

The role of the father in the family is not only the implementation of children to respect social, moral norms and creation pro-social and civic values, but also in the educational process he should show affection, love, care and worry about meeting the needs of both material and social, and psychological nature [Świderska 2011]. The role of the mother in home environment is to give feelings, especially unconditional love, surrounding their care and meeting the needs of biological and emotional nature. Besides manifesting the mother's emotional experiences and creating a warm climate of the domestic life in the modern family based on partnership, she also comply with economic functions, socialization and upbringing in a family environment. She is often in the educational process and especially in creating value system more demanding, firm and consistent than father's role. S. Forward rightly argues that "the personality of the child, deprived of parental role model in this crucial moment of emotional development, is exposed to drifting in the sea of chaos" [Forward 1993 p. 28]. Certainly the view can be expressed that the child functioning in a family environment in which tasks and social roles of parenting are not filled properly, the example of what a father and a mother are in the home is disturbed, then the child is going through the confusion of values showed by parents and social environment outside the family.

An important paradigm in the family, having an influence on the development of values in children and adolescents are emotional bonds interconnecting parents and children. These bonds are contingent on one side of wedlock and kinship of parents and children, on the other hand, they arise from the immediacy of the social and psychological interaction between the members of the family.

The closeness and warmth of emotional ties is conducive to the exchange of experiences, views and ideas, and determine the specific behaviors of parents and children in a family environment and outside the family. In addition, mental balance and emotional preferred compounds of the families in the community have an impact on the formation and development of individual

personal characteristics of parents and children [Cudak 2011]. The first periods of development (infancy, toddlers and pre-school) are for children multilateral necessity of emotional and behavioral impressions. Providing the child's emotional experiences will enrich mutual emotional relationships and emotional bonds within the family environment. Family situations saturated with cordial feelings of mental nature, optimize the range of accepted children's behavior, views and values in everyday life revealed by their parents. Internalizing of the value system functioning in the family usually takes place by imitation of the parents. Positive emotional relationships in the community of the family create and develop in children mostly pro-family values, such as traditions, rituals and habits cultivated in the family, but also the ways of mutual verbal and nonverbal communication, adherence to standards of behavior in the family and outside. In addition, the emotional closeness of parents and children is also a possibility of transmission to the younger generation the timeless values of love, mutual respect, justice, truth, also the aesthetic values such as beauty, sensitivity, moral values - tolerance, respect for human rights, freedom and also religious values.

The values transmitted to children in a family environment is richer and more versatile if the dialogue between the members of the family community is cordial, kind, exhibiting a sense of mutual support and assistance, in which there is unconditional and conditional parental love, and emotional bonds between parents and children are based on subjective and emotional social relations. Rightly Joseph Brągiel [Kawula, Brągiel, Janke 2007] claims that emotional bonds within the family environment are shaped, among others, in the course of meeting the needs of the child and they depend on how they are met by the family. In addition to biological and material needs (food, sleep, rest, hygiene, health, housing, material goods) that are necessary for life and physical development of the child, there is also necessity for the social and psychological needs. Among the latter group needs, which are essential for the social, emotional and axiological functioning of children and young people in a family environment and outside the family, the needs for social contact, security, recognition, love, acceptance, belonging are regarded.

Multilateral way of meeting the psychosocial needs of children by parents is not only an important element leading to a close emotional relationships, parenting and family welfare in the community, but also indicates in the transfer of family socialization, in the acquisition by the young generation the value system being held and recognized in the family. In the process of meeting the child's needs both mother and father must satisfy certain tasks. A special role is for the mother, who from the day of birth takes an active part in the care, love and acceptance. She fulfills the needs of the biological, health, hygiene, safety nature, and also social-emotional contact, maternal love.

Maternal sensitivity to the needs of children and young people brings the child first, very important experience, emotional confidence, emotional closeness,

hygienic habits, and above all learns the mother tongue, verbal and non-verbal behavior of a child in a family environment, basic social norms and interpersonal interactions.

The role of father in meeting the needs of the child in the family, and in later development periods also in the local environment, is also a significant and irreplaceable, since he implements material, housing, safety, social dialogue, belonging needs. In families today he is involved also in the activities of nursing, care, education and socialization. His relationship with the child, although often based on conditional actions, they are full of love and acceptance. They cause the child to identify and imitate his father's personal characteristics, consider the views, opinions, behavior patterns, which constitute a system of values. The hierarchy of values shaped in children because of friendly and versatile way to meet the needs of the biological, physical and especially social and psychological nature, is similar to the system of values showed and recognized by parents.

Social relations between family members, the quality of emotional bonds in the domestic environment cause specific atmosphere of family life. The climate of coexistence and cooperation between parents and children can also be a paradigm shaping the hierarchy of values in the family. Maria Tyszkowa determines the atmosphere of violence in the family, that it is a "system of mutual relations, the nature of emotional connection to each other reciprocal treatment by family members, and primarily by the attitude of parents to each other and to the children" [Tyszkowa 1987, p. 25]. The big role in the atmosphere of home is attributed to the functioning relations between the parents, a way of organizing domestic life. Consequences of family atmosphere created by parents are the methods and forms of educational influence – parents caring for their children as well as the socialization process functioning in the home environment.

The family, which exhibited an atmosphere of kindness, family warmth, mutual respect, support and help in different situations, education and childcare – all social norms, aspirations, motives and principles of life in the form of specific values are taken over by children and considered as own system of values.

Both parents must take care of the home atmosphere of mutual love, understanding, mental balance, tolerance and cooperation. Although the family is of a partnership model, the mother because of the emotional development of their areas, giving the feelings of family members has a greater ability to create a warm and friendly atmosphere of home.

In an atmosphere of mutual love and kindness children have a sense of security, acceptance, and belonging to a community of the family. They want to stay at home, live in it and work together with parents. During mutual dialogue, respect and understanding they acquire from their parents pro-family, moral, ethical and civil values. Atmosphere of home warmness and family community is an important element that successfully makes a natural selection of behavior,

standards of conduct and disturbed values expressed among peers, the local environment or macro-social events, with whom the child has contact and from which unconsciously can take patterns of behavior.

No less important paradigm for creating a system of values in children in the environment is parental authority. The authority of the father and mother is not the result of power, biologically conditioned and significance of lead strength father or mother in relation to the child, as it functioned in the traditional family, the most patriarchal, which had most of the father as the supreme authority of the parent. In families today, in which parents and their children are treated subjectively, the authority of the father and mother is shaped by social status, emotional ties, relationships, mental health in the community of family and their adopted system of values, behaviors and attitudes. It is formed in the opinion, views and assessment of children in everyday interactions between father and mother, and parents and children [Kawula, Brągiel, Janke 2007]. Parental authority is based on emotional ties between father and child, and mother and child, it does not require absolute subordination forced by power and domination in the family but the community goals, objectives and mutual respect. Parents representing high authority for the children are the personal patterns to them. Children take on a follow norms of behavior, relationships to other people, respect for family values, philosophical, educational, ethical, educational and social values. Hierarchy and expression of the values shared by parents who have high authority, is on the way of identification accepted by children and internalizes as its own system of values. Other values that are outside the family environment (peer groups, mass -media, school, local environment) is reduced, eliminated or consciously rejected from the hierarchy's own value system.

Parental authority results in a stronger identification of sons with the father and the system of values adopted by him, and daughters identify more with the behaviors, attitudes and value systems recognized by mother.

Conclusions

Each family creates its own unique caring, emotional, social and educational environment. If parents are aware of their parental roles, can eliminate the crisis or even critical family situations, they can optimize the parental impact of caring, socialization and axiological sphere. Under the influence of observation and imitation of the parents, the child learns to conduct daily verbal and non-verbal interaction, respect, love, tolerance. Learns in a family environment to explore issues of surrounding social reality, to distinguish good from evil, beauty from ugliness, love from hate, obtains a hierarchy of values, self-identity and dignity.

Not every contemporary family meet the appropriate social, emotional and caring conditions to their children. In many environments, family structure, emotional ties and interpersonal relationships are disturbed. Conflictuality and

dysfunction in the family weaken the authority of the father and mother. These situations are not favorable for socialization, education of children and the creation of pro-family values, moral, ethical, educational and social.

Abstract: In contemporary family the roles of parents have changed. The methods of passing values and their hierarchy to children are also changed. Therefore it is important for nowadays families to have an aware educational and upbringing program, as it is the only way, through the consequent teaching of the system of values, set in new social role context it is possible for a child to achieve the coherent system of values.

Key-words: family, values, social roles.

Streszczenie: We współczesnej rodzinie zmieniają się role społeczne rodziców. Zmieniają się więc również formy przekazywania wartości oraz ich hierarchii. Dlatego ważne jest, aby we współczesnej rodzinie rodzice przyjmowali świadomy program wychowawczy, gdyż jedynie w sten sposób, poprzez konsekwentne przekazywanie systemu wartości osadzone w nowych realiach ról społecznych, dziecko może przyswoić spójny system wartości.

Słowa kluczowe: rodzina, wartości, role społeczne.

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