가족유형에 따른 아동양육과 보상 프로그램의 필요성

Child Rearing and Intervention Program Depending on Family Type

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Children develop within a changing social world. Through interaction with others they acquire new ways of responding to the people and things around them. This concept is well explained by Vygotsky (1978), who has proposed a general theory of cognitive development. The zone of proximal development is a logical outgrowth of that more general theory. Vygotsky theorizes that all higher cognitive processes develop in social interaction. Adults and more capable peers mediate the environment for children, by supplying the culturally available tools of thought, which children eventually internalize. Of course, parents are not the only people in the child’s world. Grandparents, teachers, siblings, friends, and relatives all interact with the developing child. They, too, teach cognitive skills and help set up supportive or non-supportive environments. Cognitive skills develop and are manifested in ever-changing social settings. Because individual social environments often support certain kinds of cognitive activities more than others, the particular intellectual skills that emerge in particular environments are purposeful and "make sense" within those settings. Thus, individuals change and are changed by their social milieu (Day, 1983).

For this reason, it is meaningful to compare the family systems, which have great importance in child development, in different countries. Through cross-cultural study of families, it is possible to appreciate similarities and differences between and among cultures. The family systems of Korea, with its oriental culture, and America, with its western culture, will be compared in order to examine how two different family systems influence children’s different cognitive and social development.

The American family has undergone rapid and radical changes. The traditional nuclear family, in which the husband is the breadwinner, the mother a housewife, and two or more children live at home, represents only 7 percent of all families in the United States (U.S. Bureau of the Census, 1979). Other arrangements include both parents as wage-earners with one or more children