

THE FAMILY AS A FACTOR FOR MOTIVATE CHILDREN FROM TURKISH ETHNOS IN THEIR PARTICIPATION IN EDUCATION AND THE LABOR PROCESS

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ABSTRACT: THE FAMILIES OF TURKISH ORIGIN IN BULGARIA ARE MOSTLY COMPLEX STRUCTURE. USUALLY IN A HOUSEHOLD INCLUDES TWO OR THREE GENERATIONS. THIS IS DUE TO THE VIEWS OF THIS ETHNIC GROUP IN TERMS OF RESPONSIBILITY AND DUTIES OF YOUNG PEOPLE TO ADULTS. FROM AN EARLY AGE THE CHILD IS TAUGHT TO HONOR THE ELDERLY - RELATIVES AND NERODNINI; TO COMPLY WITH THEIR WISHES; HELPING THEM. IN THESE FAMILIES CHILDREN ARE ENTICED TO HIGHER EDUCATIONAL SUCCESS, BUT AT THE SAME TIME THEY WOULD BE ASSIGNED WORK TASKS, THROUGH WHICH CHILDREN ARE SUCCESSFULLY SOCIALIZE WITH A VIEW THAT WELL NORMALIZED - ACCORDING TO AGE AND ABILITY TO DISCHARGE THE ACTIVITIES, ACCORDING TO SEX AND ACCORDING TO CHILDREN'S FREE TIME.

KEY WORDS: FAMILIES, CHILDREN, WORK, FAMILY STRUCTURE, FORMATION OF PERSONALITY, MOTIVATION, VALUES

CHILDREN'S participation in economic activities can be beneficial only if it does not harm their health, their development and their education. Otherwise, child labor must be stopped.

THE poverty and economic inequality are crucial factors for the growing supply of child labor. Poverty is the main reason for the existence of child labor in Bulgaria. Children work to help the family budget. Often parents who face poverty have no choice but to send their children to work. This is the case in the families of the Turkish ethnic group in Bulgaria, where children are working consciously in favor of families. In this case it comes to operation and shared responsibility towards the welfare of family members.

THE implementation of each activity is impossible without the occurrence of needs and motives. Therefore, to be managed and regulated this activity is necessary to know the motives of the students, urging them to each activity. Extremely important part in the formation of motivation is the family. Each element in the microcosm affects the development and formation of personality in a certain way. Influenced by the emotional climate in the family, relationships between individual members, the attitude towards the child, culture and education of relatives, their professional interests, their attitude to the successes and failures of the child, the authority of parents. Motivation to learn and work is determined by the system of the dominant motives in the behavior of the student. Reasons for learning and work

reflect the focus of the student to the various aspects of these activities. Motive creates an attitude of action, reflection and realization of the objectives leading to the fulfillment of actions.

THE family is the first socium in which the child falls after its birth. As a specific small group he performs primarily function to satisfy the natural human need for affection - to love and be loved, and his natural need for emotional comfort. To contribute to the normal psychological development of the child, the family is necessary above all to satisfy its three main needs: for security, love, affirmation of one's own personality. Parents can provide material security of their children by providing their basic biological needs. Simultaneously it is necessary through his tact and understanding, through his love, they can help their child to develop and establish its own personality. Satisfied needs arise satisfaction and prevent the emergence of frustration and mental stress.

THE child is equivalent participant in interpersonal relationships in the family. It is therefore necessary to examine the structure of the family. Potency of the family is determined by the composition and style of relations in it. There are families with simple and complex structure. With simple structure are those which consist of mother, father and child or two children. With a complex structure are families where there is a mother, father three or more children. In families with a simple structure relationships are significantly simplified. Two children or child is concerned only with parents. And families with complex structure interactions are more complex - more numerous and different, more diverse character.

FAMILIES of Turkish origin in Bulgaria are mostly complex structure. Usually in a household includes two or three generations. This is due to the views of this ethnic group in terms of responsibility and duties of young people to adults. It is believed that the son, daughter, respectively, are obliged to ensure peaceful old age of their parents. And they in turn have an obligation to help in raising grandchildren. From an early age the child is taught to honor the elderly - relatives and nerodnini; to comply with their wishes; helping them. It should not conflict with the adults. As a general rule patriarchal direction in education. This is summarized speaking, because there are many young Turkish families who live separately from their parents.

OPPORTUNITIES for children to participate in different ways and transfer relations in different environments are essential for consideration. The fact that, along with the transfer of knowledge, skills and experience but children are transmitted and attitudes of adults to knowledge, learning activities and employment are not aware enough of the parents and other family members. Very few parents consider the fact that their own attitude is crucial in the formation of attitudes in their children to reality, to study and to work. Families in which is realized the need of learning, children are encouraged to spend time learning, reading, self in the line of qualifications, etc. Experiencing their own shortages families back it attributed to insufficient personal education of parents why they had to deal with low-skill, low wage jobs to feed their families. For this reason they avoid include active children to carry out this activity unattractive and therefore their participation in household work is symbolic.

IN another type of families because of patriarchal closeness and connection with the settlement of the children stay in the family circle, from where teenage children begin to deal with traditional family unskilled labor. So usually enters the Turkish communities where there are no schools to continue over primary education. Due to lack of funds from family child can not continue training in the far city and becomes a worker of his own family.

THERE is a third type of family attitudes to learning and employment: it is balanced attitude, which puts both education and labor as important factors for the development of children. In these families children are enticed to higher educational success, but at the same time they would be assigned work tasks through which children successfully socialize with a view that well normalized – according to age and ability to discharge the activities, according to sex and according to children's free time. I.e. consumer activity in these families complements the readiness of children to actively participate in domestic activities of their family without hindering their education, while helping and financial and material resources in conditions of heavy economic framework of the country.

OPINION and attitude of the parents are the most important benchmark for the children of Turkish ethnic group. Children of these families to the activity and the surrounding accompanied with an element of obligation when handling relations.

THE relationship of the spouses in the family are an essential dimension of mental climate in it. If they are based on love and companionship, mutual respect and support, trust and understanding, children are calm, confident in their own powers and abilities and are willing to help at home, play and learn.

THE relations between parents and children is related to their willingness to learn and work. Naturally the child to feel needed moral support, empathy and sharing the difficulties and problems in the implementation of its commitments in the school and work. It is understood that the child seek help first from their parents as they know him best. While critical of the child increases. It increasingly seek support and cooperation outside the family. Thus emerged a tendency to separation and greater autonomy of the child. With increasing age, the dialogue between parents and children is increasingly difficult. Parents' attitudes towards the values reflected on the attitudes of children on them, which in turn affects motivation and success in their academic activities. If knowledge and education are valuable high importance to parents they will have a high significance for their children. This would motivate them to learn, would formulate them in cognitive and social motives, meeting the essence of academic activity.

OFTEN due to work commitments of parents grandparents take on most of the daily care and upbringing of children. This means that the interaction between children and adults is widening. The children often hear their opinion on exciting issues, often face their attitudes to learning and school than that of their parents. Therefore, the attitude but ancestors becomes a decisive factor for the formation of attitude towards social reality.

EXTRA-CURRICULAR activities and grandparents in the family are the ones who mainly initiate employment obligations to children. In many cases during the holidays and summer period the children reside with them, performing serious work commitments, which on the one hand relieve older and are crucial ethnic character, on the other hand their employment is to help prepare the food supplies for the winter, providing firewood, etc., i.e. have on the family nature of the stabilizing economic factor.

WHETHER a family has one or more children is also an important fact regarding motivation for learning activities. Requirements brought children are different, as different and opportunities. Counts the number of children, their sequence, the difference in their ages, gender, the leading business (play, learning, work) their performance and their relationship

with parents individually. In the Turkish families the older children have to help in the upbringing and education of the younger ones.

MOST often girls take on the role of the mother, the father and the boys in employment. So girls-Turks engage in vegetable, fruit, housework maintenance of the house and farm, and boys commit to grain production, logging, plastering, arranging transportation by animal traction, and more.

FINALLY, it should be noted that in Bulgaria child labor actually exists and has conditions to extend. The worst forms of child labor more commonly found in household economy and in the informal economy. The reasons for the application of child labor, the report determined poverty and exclusion from the labor market of families, dropout rates ethnic customs or family traditions. Usually workforce of the children is used mainly in agriculture. This is a sector which have serious hazards, risks and consequences for the health of children.

ESPECIALLY among Turkish ethnic community in Bulgarian society still exists the traditional notion of educational and auxiliary functions of labor in children. But families of this community generally understood that in this area there are any moral boundaries and children cannot be subjected to ruthless exploitation. But often in an effort to gain income, parents consciously or unconsciously subject them to exploitation.

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