

DOI <https://doi.org/10.32405/2308-3778-2021-25-1-124-136>

УДК 373.5.015.31:173.5

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## **PEDAGOGICAL CONDITIONS FOR FORMATION OF READINESS FOR RESPONSIBLE PARENTING AMONG HIGH SCHOOL STUDENTS IN BOARDING SCHOOLS**

***Abstract.** The article deals with the theoretical substantiation of the pedagogical conditions for the formation of readiness for responsible parenting among high school students.*

*Based on the expert assessment method, the author determined the pedagogical conditions for the formation of readiness for responsible parenting among high school students: development and implementation of the author's program "Responsible parenting" into extracurricular activities of boarding schools; using the potential opportunities of extracurricular activities in the context of the researched problem; organization classes for educators of boarding schools "Formation of readiness for responsible parenting among high school students".*

*The following research methods were used at different stages of the study: theoretical methods – systematization and generalization of theoretical and empirical data; empirical methods – prognostic (expert assessment) in order to determine and theoretically substantiate the pedagogical conditions for the formation of readiness for responsible parenting among high school students.*

*The practical significance of the article is that theoretically substantiated pedagogical conditions for the formation of readiness for responsible parenting among high school students in boarding schools can be implemented into extracurricular activities of boarding schools.*

*This study has gone some way towards enhancing our understanding of multifaceted problem of the formation of readiness for responsible parenting among high school students. Future research should be devoted to the experimental verification of theoretically substantiated pedagogical conditions for the formation of readiness for responsible parenting among high school students.*

***Key words:** parenting, responsible parenting, readiness for responsible parenting, high school students of boarding schools, extracurricular activities, pedagogical conditions.*

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**Introduction.** The modern institution of family has faced significant difficulties: the prestige of family life is being lost, the number of divorces is growing. As a result, the amount of single-parent families is increasing, social orphanhood is being widespread.

In this context, the issue of the formation of readiness for responsible parenting among high school students in boarding school becomes relevant, because most learners of these institutions are pedagogically neglected children who have not the opportunity to learn the parents' positive social experience.

The normative basis for solving this problem is the Family Code of Ukraine [21], the Laws of Ukraine "On Education" [6], "On Child Protection" [7], the National Strategy for Education

Development in Ukraine for 2012-2021 [16]; Resolutions of the Verkhovna Rada of Ukraine: «On the Recommendations of Parliamentary Hearings on the Topic: “Family Policy of Ukraine – Goals and Objectives” [17], “On Measures to Strengthen the Protection of Motherhood and Fatherhood” [18]; “On Some Measures to Support Family Health, Safe Motherhood and Responsible Parenting” [19], which states that the priority of state family policy should be a system of personal and social values for family life; formation of readiness for responsible parenting among youth.

Modern Ukrainian scientists I. Bekh [2], L. Honchar [5], I. Zvereva [1], L. Kanishevskaya [9], S. Krasin [13], H. Laktionova [1], O. Lemeshchenko [15], O. Smalko [22], V. Shakhrai [23], L. Yatsenko [24] and others have studied the problem of the formation of readiness for responsible parenting among young people.

**Aim and tasks.** The purpose of the study is to theoretically substantiate the pedagogical conditions for the formation of readiness for responsible parenting among high school students.

The objective of the study is to determine the pedagogical conditions for the formation of readiness for responsible parenting among high school students using the expert assessment method.

**Research methods.** To achieve the goal and implement the objectives of the study, we used a set of methods: theoretical methods – systematization and generalization of theoretical and empirical data; empirical methods – prognostic (expert assessment) in order to determine and theoretically substantiate the pedagogical conditions for the formation of readiness for responsible parenting among high school students.

A group of experts (18 people) of educators of boarding schools was selected in order to determine the pedagogical conditions for the formation of readiness for responsible parenting among high school students.

**Research results.** According to the results of the ascertaining stage of the experiment, the low (39.8%) and medium (34.4%) levels of readiness for responsible parenting among high school students were dominant. Only 25.8% of high school students had a high level of readiness for responsible parenting.

It was found that the reasons for the insufficient level of readiness for responsible parenting among high school students are the following: insufficient using the potential opportunities of extracurricular activities in the context of the research problem; insufficient methodological support of the process of formation of readiness for responsible parenting in the above-mentioned contingent of students; the features of formation of readiness for responsible parenting among high

school students in boarding schools (specificity of a contingent (social orphanhood; the existence of a deprivation syndrome; lack of possibility of assimilation of the parents' positive social experience or this experience has negative antisocial character) [10]; the features of the organization of life of the above-mentioned contingent of students (forced adaptation to a large number of peers; reduction of a range of gender roles) [11].

The results of the ascertaining stage of the experiment have shown the need for theoretical substantiation and experimental verification of pedagogical conditions for the formation of readiness for responsible parenting among high school students.

In the context of our study, pedagogical conditions are defined as an essential component of the pedagogical process that includes the content, methods, organizational forms of education [20], and, therefore, focused on the pupil's inner world. This approach does not contradict other interpretations of the concept of "pedagogical conditions", which are developed in pedagogical science, because we consider pedagogical conditions as the current stages of the pedagogical system ensuring the achievement of this goal.

In our study, we used the expert assessment method of pedagogical conditions for the formation of readiness for responsible parenting among high school students.

We have outlined such blocks of pedagogical conditions as organizational, methodological. The organizational conditions included:

- 1) systematic monitoring of levels of readiness for responsible parenting among high school students in boarding schools;
- 2) using the potential opportunities of extracurricular activities in the context of the problem of formation of readiness for responsible parenting among high school students;
- 3) updating (modification) of the content of educational work;
- 4) involving high school students in the development of projects that reflect various aspects of parenting.

The methodological conditions contained:

- 1) development and implementation of the author's program "Responsible parenting" in extracurricular activities of boarding schools;
- 2) organization classes for educators of boarding schools "Formation of readiness for responsible parenting among high school students";
- 3) using interactive forms and methods of formation of readiness for responsible parenting among high school students in boarding schools;

4) application of the potential of the Ukrainian traditions in the formation of readiness for responsible parenting.

To determine the priority pedagogical conditions for the formation of readiness for responsible parenting among high school students, a group of experts, which included 18 educators of boarding schools, was selected.

The experts identified the most important, in their opinion, pedagogical conditions for the formation of readiness for responsible parenting among high school students. To select effective pedagogical conditions, the methods of mathematical and statistical analysis were used. This allowed us to make the necessary mathematical calculation and determine the weighted average score. The weighted average score was calculated by the formula:

$$\bar{x} = \frac{\sum_{k=1}^5 k w_k}{\sum_{k=1}^5 w_k}$$

where  $w_k$  – the number of respondents who chose the assessment  $k$ .

According to the results of the expert assessment of pedagogical conditions for the formation of readiness for responsible parenting among high school students in boarding schools, the following pedagogical conditions have been identified as the most effective:

- development and implementation of the author's program "Responsible parenting" in extracurricular activities of boarding schools;
- using the potential opportunities of extracurricular activities in the context of the problem of formation of readiness for responsible parenting among high school students;
- organization classes for educators of boarding schools "Formation of readiness for responsible parenting among high school students".

We characterize these conditions for the formation of readiness for responsible parenting among high school students.

The main tasks of *development and implementation of the author's program "Responsible parenting" (36 hours)* in extracurricular activities of boarding schools are the following:

- to promote the formation of high school students' traditional values of family and marriage, the prestige of motherhood and fatherhood;
- to deepen knowledge about the essence of responsible parenting; the basics of reproductive health of young people;

- to deepen students' knowledge about the legal basis of responsible parenting;
- to introduce with the psychological and pedagogical foundation of responsible parenting.

The program includes the following modules: “The role of family and parenting in the formation of personality”, “Reproductive health of youth”, “Fundamentals of family education”, “Preparing high schoolgirls for responsible motherhood”, “Preparing young high schoolboys for responsible fatherhood”.

In the process of implementing the above-mentioned program, various *methods* were used: explanations, stories, conversations, example, beliefs, exercises, group discussions, creation and analysis of pedagogical situations, project method, brainstorming, role-playing and simulation games; *forms*: video presentations, dramatization, work in small groups, project activities, problem-solving, classes with elements of training, group viewing and discussion of films, etc.

The next pedagogical condition is *using the potential opportunities of extracurricular activities in the context of the problem of formation of readiness for responsible parenting among high school students*.

Boarding schools of various types are intended to carry out specially organized work on the formation of readiness for responsible parenting among high school students. Extracurricular activities have significant potential opportunities for the formation of readiness for responsible parenting among high school students in boarding schools.

Extracurricular activities in boarding schools are organized and purposeful classes that are held in free time to expand students' knowledge, skills, development of independence, individual abilities, as well as to satisfy their interests and provide useful leisure. Extracurricular activities as an essential component of the life of boarding school contributes to the successful children' education, development skills of socially useful work, conscious discipline, initiative; promotes schoolchildren's physical, artistic and aesthetic education; satisfies their cultural needs and guides the existing activity in the direction of useful activities [8].

Using the potential opportunities of extracurricular activities in boarding schools to form the readiness for responsible parenting among high school students becomes more important in terms of purposeful work of teaching staff in the context of this problem; timely diagnosis and correction of levels of readiness for responsible parenting among this category of students; involvement of pupils in various types of activity (educational-cognitive, value-oriented, communicative); extensive using forms and methods to comprehensively influence the development of all spheres and personality traits: consciousness, feelings, qualities and behaviors that model relationships inherent in the adult

world, which will allow high school students to understand their complexity and contradictions, stimulates discussion of different social problems.

The objectives of the pedagogical condition of *organization classes for educators of boarding schools «Formation of readiness for responsible parenting among high school students* are the following:

- to promote the formation of emotional-value attitude of educators of boarding schools towards the problem of formation of readiness for responsible parenting among boys and girls;
- to consider the features of formation of readiness for responsible parenting among pupils of boarding schools;
- to acquaint educators of boarding schools with the diagnosis of levels of readiness for responsible parenting among students of boarding schools;
- to reveal the pedagogical possibilities of various forms and methods of formation of readiness for responsible parenting among students in boarding schools.

Lesson № 1 “The essence and structure of the concept of “readiness for responsible parenting among high school students” is aimed to reveal the essence of the following concepts: “readiness”, “parenting”, “responsible parenting”, «readiness for responsible parenting among high school students”.

Lesson № 2 is devoted to the topic “Peculiarities of formation of readiness for responsible parenting among high school students”. It provides for the implementation of a number of tasks, namely: to consider the sensitivity of early adolescence to the formation of readiness for responsible parenting; to identify problems that complicate the process of formation of readiness for responsible parenting among high school students; to characterize the potential opportunities of extracurricular activities for the formation of readiness for responsible parenting among students in boarding schools; to determine the tasks of the boarding school in relation to the formation of readiness for responsible parenting among high school students.

Lesson № 3 “Diagnosis of levels of readiness for responsible parenting in high school students” is aimed to acquaint educators of boarding schools with the criteria, indicators of readiness for responsible parenting among high school students; with the method of diagnosing the levels of readiness for responsible parenting among this category of students.

Lesson № 4 “Formation of values in the reproductive health of high school students” is aimed to deepen knowledge of educators of boarding schools about preserving the high school students’ reproductive health.

During the lesson, the educators discussed the following: the current state of reproductive health of young people in Ukraine; the effects of early sexual relations on teenagers' health; prevention of bad habits (smoking, alcohol, drugs).

Lesson № 5 "Optimization of forms and methods of formation of readiness for responsible parenting among high school students in extracurricular activities" involves deepening knowledge of educators of boarding schools to optimize the forms and methods of formation of readiness for responsible parenting; discussion of pedagogical conditions for the formation of readiness for responsible parenting among this contingent of students.

The developed series of lessons for educators of boarding schools "Formation of readiness for responsible parenting among high school students" contributes to deepening educators' knowledge of the essence and structure of the concept of "readiness for responsible parenting among high school students"; the features of the formation of readiness for responsible parenting among this contingent of students; acquaintance of specialists of boarding schools with diagnostics of levels of readiness for responsible parenting among high school students; deepening educators' knowledge about boys and girls' reproductive health; as well as the forms and methods of the formation of readiness for responsible parenting among high school students in boarding schools [11].

**Discussion.** Formation of readiness for responsible parenting among high school students is a very important and difficult problem.

Native researchers S. Krasin [13], O. Lemeshchenko [15], O. Smalko [22] substantiated the pedagogical conditions for the formation of readiness for responsible parenting among pupils and students.

The scholar O. Smalko argues that the effectiveness of the process of formation the responsible attitude towards parenting among students of the classical university in the process of extracurricular activities provides the following pedagogical conditions: formation of students' positive motivation for the needs of responsible parenting; updating (modification) the content of educational work; using interactive forms and methods of formation the responsible attitude towards parenting; effective management of the process of formation of responsible parenting in university students by a competent teacher [22].

The scientist S. Krasin proved the pedagogical conditions for the formation of students' readiness for responsible parenting, namely: training of teachers of institutions of higher education to implement this process; development and implementation into practice a set of scientific and

methodological maintenance for the formation of readiness for responsible parenting among future professionals; providing person-oriented support for students in their self-improvement [13]. We believe that the proposed pedagogical conditions have a certain logic, as well as an interesting idea is to provide person-oriented support for students in their self-improvement as future parents.

According to O. Lemeshchenko, the optimal socio-psychological conditions for the formation of readiness for responsible parenting among high school students are the organization of purposeful and comprehensive impact on personal-emotional, value-motivational, cognitive-evaluative structural components of such readiness on diagnostic, informational, practical-implementing monitoring levels; creation a favorable microsocial environment as a holistic system of social institutions (parental family, school, social services), which provides the launch of socio-psychological mechanisms as a means of internalizing external social influences through using active socio-psychological forms and methods on training high school students for responsible performing of the social roles of father and mother in the future [15].

The scholars Kanishevskaya, Svyridenko, Kuzmenko, Bernatska, Karpushevskaya, Hritchyna, Liashchuk claim that the signs of the formation of values of family life among high school students in boarding schools are personal values to create a future family that determines the direction and motivation, their interests and needs, which help high school students in boarding schools to assess the importance of family for a person and society as a whole. The researchers theoretically substantiated and experimentally tested the pedagogical conditions for the formation of values of family life among high school students, namely: training of teachers of boarding schools to develop the values of family life among students; methodical support of the process of the formation of values of family life among high school students in boarding schools; formation of a healthy lifestyle among high school students; a sense of mutual assistance, mutual respect, care, harmony of family values; formation a responsible attitude towards making a family among boys and girls in boarding schools [3].

Scientists from the USA D. McDermott [26], D. Popenoe [27] study the problems of preparing young students for responsible parenting. In the US schools, there are programs focused on the formation of future responsible motherhood and fatherhood (“Parents in the process of formation”, “With the father – in a different way”, “Fundamentals of compassion”, “Development of parenting skills”, “Child development, parenting and parental development”, “The powers for parents”, etc.). Compulsory minimum knowledge includes physiological and psychological aspects of pregnancy and childbirth, as well as care for the newborn; study of age stages of child

development [12].

Pedagogical design of ways to prepare young people for parenting in the United States is provided by the system of organizing the educational process of secondary schools in cooperation with parenting (partnership between school and parents), involving leading specialists in social services for youth, NGOs, charitable foundations. Various forms, methods and tools use to prepare young people for parenting (narrative, reflective commentary, imitation, case studies, free choice method, project method, portfolio, problem laboratories, simulation and role-playing games, training, written essays-reflections) [14].

German researcher E. Burchardt notes that the structure of the gymnasium curriculum includes a block on preparing students for responsible parenthood and the basics of perinatal pedagogy (preparation for pregnancy; protection of unborn life; social and private assistance for pregnant families, mothers and children; biological basis of pregnancy ; maintaining a healthy lifestyle during pregnancy; preparation for the birth of a child; the needs of a small child; maternity protection) [25].

Analyzing German experience on the problem of training students for parental responsibilities, the scholar I. Grechin notes that some disciplines in secondary school such as sociology, politics and economics cover topics: “Planning the budget of a young family” (7<sup>th</sup> grade), “Equality” (10<sup>th</sup> grade). In a real school, the following topics are studied: “Economics of Young Family” (9<sup>th</sup> grade), «Equality in the Media» (10<sup>th</sup> grade). German students learn the course “Time to Think About Children”, which helps students become aware of their daily parental responsibilities and responsibilities for caring for children. A special feature of this course is a project of imitation of parenthood with the use of a child-robot, tamagotchi (computer baby, baby simulator). The schedule of behavior of the child-imitator is as close as possible to the specifics of the behavior of a living child [4].

It should be noted that the problem of formation of the readiness for responsible parenting among high school students has not been properly studied in international research.

**Conclusions.** Based on the expert assessment method, the author determined the pedagogical conditions for the formation of the readiness for responsible parenting among high school students: development and implementation of the author’s program “Responsible parenting” into extracurricular activities of boarding schools; using the potential opportunities of extracurricular activities in the context of the researched problem; organization classes for educators of boarding schools “Formation of readiness for responsible parenting among high school students”.

This study has gone some way towards enhancing our understanding of multifaceted problem of the formation of readiness for responsible parenting among high school students. Future research should be devoted to the experimental verification of theoretically substantiated pedagogical conditions for the formation of readiness for responsible parenting among high school students.

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## ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ГОТОВНОСТІ ДО ВІДПОВІДАЛЬНОГО БАТЬКІВСТВА У СТАРШОКЛАСНИКІВ ІНТЕРНАТНИХ ЗАКЛАДІВ

**Анотація.** У статті теоретично обґрунтовано педагогічні умови формування готовності до відповідального батьківства у старшокласників інтернатних закладів.

На основі використання методу експертного оцінювання авторкою було визначено педагогічні умови формування готовності до відповідального батьківства у старшокласників інтернатних закладів: розробка і впровадження у позаурочну діяльність інтернатних закладів авторської програми «Відповідальне батьківство»; використання потенційних можливостей позаурочної діяльності у контексті досліджуваної проблеми; організація і проведення занять для вихователів інтернатних закладів «Формуємо готовність до відповідального батьківства у старшокласників»

На різних етапах наукового пошуку було використано такі методи дослідження: теоретичні – систематизація й узагальнення теоретичних та емпіричних даних; емпіричні – прогностичні (експертної оцінки) – для визначення та теоретичного обґрунтування педагогічних умов формування готовності до відповідального батьківства у старшокласників інтернатних закладів.

Практичне значення статті полягає у тому, що теоретично обґрунтовані педагогічні умови формування готовності до відповідального батьківства у старшокласників інтернатних закладів можуть бути впроваджені у позаурочну діяльність інтернатних закладів.

Проведене дослідження не вичерпує всіх аспектів порушеної багатогранної проблеми формування готовності до відповідального батьківства у старшокласників інтернатних закладів. Подальші пошуки будуть спрямовані на експериментальну перевірку теоретично обґрунтованих педагогічних умов формування готовності до відповідального батьківства у старшокласників інтернатних закладів.

**Ключові слова:** батьківство, відповідальне батьківство, готовність до відповідального батьківства, старшокласники інтернатних закладів, позаурочна діяльність, педагогічні умови.

Стаття надійшла до редакції 05.08.2021  
Стаття прийнята до публікації 14.10.2021