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DIAGNOSTICS OF LEVELS OF FORMATION OF FAMILY VALUES AMONG HIGH SCHOOL STUDENTS

Abstract. *The article is devoted to the problem of studying the levels of formation of family values among high school students.*

The author determines the criteria and indicators of the formation of family values among high school students: the cognitive criteria (knowledge about the family as a social institution and a small social group; about the essence of family values (love, parenthood), values of social and psychological harmony (care, respect, communication), values organizational and material functioning of the family (hard work, care); about the basics of reproductive health); the emotional-valuable criteria (positive emotional perception of the family as a center of stability and support for an individual or group; conscious motivation to acquire family values (love, parenthood), values of the organizational and material functioning of the family (hard-working, care); developed empathy); the practical-activity criteria (communicative skills, in particular with representatives of the opposite gender; housekeeping; family budget planning; acquisition of skills and abilities aimed at strengthening reproductive health). The levels (high, average, low) of formation of family values among high school students are characterized.

The results of the study have showed that 35.0 % of high school students have a low level of formation of family values; 35.0 % of high school students demonstrate an average level of formation of family values; 30.0 % of high school students have a high level of formation of family values.

The following research methods were used at various stages of scientific research: theoretical methods - analysis, comparison, classification, synthesis, generalization in order to determine the criteria, indicators and levels of formation of family values among high school students; empirical methods - diagnostic methods (interview, questionnaire, testing, the method of incomplete sentences), observational (mediated observation) in to determine the levels of formation of family values among high school students.

The practical significance of the article is that its materials can be used to diagnose the levels of formation of family values among high school students, training of future teachers.

This provides a good starting point for discussion and further research aimed at developing methods for formation of family values among high school students.

Key words: *family values, structure of family values, criteria, indicators and levels of formation of family values, high school students, extracurricular activities.*

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Introduction. The moral crisis of modern Ukrainian society has led to the intensification of a number of negative phenomena, including the following: losing prestige of the family way of life; increasing the number of divorces, and, as a result, increasing the number of single-parent families; reducing the levels of parental responsibility for education and proper socialization of their own children, etc. Therefore, it is extremely important to involve youth in family values that contribute to development and functioning of the individual, family and society.

Family values are worldviews and moral attitudes based on the traditional understanding of family, family relationships, responsible marital and family behaviour of the individual that ensure the cultural and demographic reproduction of Ukrainian society. Family values should be the foundation of family, contributing to its internal harmonization, stability, as well as connecting the family with society [6].

The problem of formation of family values among high school students is especially relevant, as early adolescence is characterized by active intellectual, social, physical development, expanding communication, including with the person of opposite gender, future-oriented attitude. Moreover, their own family should play an important role.

Modern Ukrainian scientists such as A. Barbinova [1], I. Bekh [2], L. Honchar [3], O. Dokukina [4], L. Kanishevska [5], O. Kuznetsova [9], L. Lipich [10], Ye. Skrinnik [12], V. Shahrai [15] have studied the problem of formation of family values among high school students.

Aim and tasks. The purpose of the article is to study the levels of formation of family values among high school students.

Research methods. To achieve the aim and objectives of the study we used a set of methods: theoretical methods – analysis, comparison, classification, synthesis, generalization in order to determine the criteria, indicators and levels of family values among high school students; empirical methods – diagnostic methods (conversation, questionnaire, testing, method of incomplete sentences), observational (indirect observation) in order to determine the levels of formation of family values among high school students.

Research results. The criteria for the formation of family values among high school students are determined as *cognitive, emotional-valuable, practical-active*.

The indicators of the *cognitive criterion* include the following: knowledge about the family as a social institution and a small social group; about the essence of family values (love, parenthood), values of socio-psychological harmony (care, respect, communication), values of organizational and material functioning of the family (hard-working, careful); from the basics of reproductive health.

The indicators of the *emotional-value criterion* are the following: positive emotional perception of the family as a centre of stability and support for a person or group; conscious motivation to acquire family values (love, parenthood), values of the organizational and material functioning of the family (hard-working, careful); developed empathy.

The indicators of the *practical-activity criterion* are the following: communicative skills, in particular with representatives of the opposite gender; housekeeping; family budget planning; acquisition of skills and abilities aimed at strengthening reproductive health [6].

Studying the level of formation of family values among high school students according to the indicator “knowledge about the family as a social institution and a small social group” was carried using the questionnaire, the exercise “Family values”.

High school students were asked to answer the following questionnaire questions: “Do you want to make a family in the future?”, “Are you happy in your parents’ family?”, “Name the functions of the family”, “What are the consequences when people cannot perform the family functions?”

It was found that the majority of students (60.7 %) want to start a family in the future; 29.8 % of high school students hesitated with their answers; 9.5 % of students said that they do not want to make a family in the future.

Answering the question “Are you happy in your parents’ family?”, students said “yes” – 31.7 %, “rather yes than no” – 43.3 %; “no” – 25.0 %.

The results of the survey allow us to state that 33.3 % of girls and 32.0 % of boys have deep knowledge about the functions of the modern family. Among the functions of the family, high students named: communicative, reproductive, economic, educational, emotional, sexual-emotional, household. For example, it was stated that when people cannot perform the reproductive function of the family, the consequence is the spread of one-child families and the reduction of the birth rate in the country. The consequence of failure to fulfil the educational function of the family was called “committing offenses by children”. The consequence of the family’s failure to fulfil the communicative function was called “manifestation of emotional alienation of family members in relation to each other.”

According to the results obtained, 34.5 % of girls and 33.2 % of boys have an average level of understanding of family functions; 32.2 % of girls and 34.8 % of boys have a low level of understanding of the functions of the modern family.

We present generalized data on the distribution of high school students by the levels of formation of family values according to the indicator “knowledge about the family as a social institution and a small social group”. Consequently, 32.7 % of high school students have a high level of formation of family values according to the abovementioned indicator. These

schoolchildren have thorough and systematic knowledge about the family as a social institution and a small social group.

According to this indicator, 33.8 % of high school students have an average level of formation of family values. These students have sufficient knowledge about the family as a social institution and a small social group.

The low level of formation of family values according to the specified indicator have 33.5 % of high school students. They have fragmentary knowledge about the essence of the family as a social institution and a small social group.

We used the method of incomplete sentences in order to identify the levels of formation of family values among high school students based on the indicator of “knowledge about the essence of family values (love, parenthood), values of socio-pedagogical harmony (care, respect, communication)”.

High school students were asked to continue the following unfinished sentences: “Love as a family value is ...”, “Parenthood as a family value is ...”, “Respect as a family value is ...”, “Care as a family value is ...”, “True family communication is...”.

The results of the study have confirmed that the first place among the above-mentioned family values is communication, the second is care, the third is parenthood, the fourth is love, and the fifth is respect.

The high level of formation of family values according to the indicator “knowledge about the essence of family values (love, parenthood), values of social and psychological harmony (care, respect, communication) was revealed by 41.1 % of high school students; an average level – 44.6 % of students; a low level – 14.3 % of schoolchildren.

Diagnostics of the levels of formation of family values among high school students according to the indicator “knowledge about the essence of the values of the organizational and material functioning of the family (hard-working, careful)” was also carried out using the incomplete sentence method. High school students had to continue the following unfinished sentences: “Hard-working as a family value is ...”, “Careful is ...”.

We present generalized data on the diagnosis of the levels of formation of family values according to the indicator “knowledge about the essence of the values of the organizational and material functioning of the family” (hard-working, careful): a high level has 30.8 % of schoolchildren; an average level – 34.3 % of high school students; a low level – 34.9 % of students.

Studying the levels of formation of family values among high school students according to the indicator “knowledge of the basics of reproductive health” was carried out with the help of a questionnaire that consisted of the following questions: “How do you understand the concept of “reproductive health?”, “How do you understand the concept of “culture of intimate-personal relationships?”, “What factors have negative effect on the state of youths’ reproductive health?”, “What do you know about methods of contraception?”.

The results of the survey have shown that 26.0 % of high school students have solid knowledge about reproductive health and they are aware of modern methods of contraception.

Sufficient knowledge about reproductive health, awareness of modern methods of contraception have 33.5 % of high school students. They are aware of some methods of contraception, but do not always clearly define their positive and negative sides.

The low level of knowledge about reproductive health have 40.5 % of high school students. They have fragmentary knowledge about reproductive health. These students are not familiar with methods of contraception.

We present generalized data on the levels of formation of family values among high school students according to the cognitive criterion. A high level of formation of family values was revealed by 32.6 % of high school students, an average level – 36.5 % of students, a low level – 30.9 % of schoolchildren.

Diagnostics of the levels of formation of family values among high school students according to the indicator “positive perception of the family as a center of stability and support for an individual or group” was carried out using a questionnaire.

High school students answered the following questions: “What conditions are necessary for a happy family life?”, “What qualities should a perfect wife have?” (questions for boys); “What qualities should a perfect husband have?” (questions for girls).

The results of the questionnaire made it possible to state that the answers of 31.5 % of the students were attributed to the high level of formation of family values among high school students according to the abovementioned indicator. Their answers contained three or more signs of a happy family life. Among the signs were named such as: love, mutual understanding between the spouses, confidence in the strength of the marriage, common views and interests of the spouses, concern for the health and education of children, material well-being, good living conditions, well-established everyday life, interesting communication, harmonious intimate-sexual relations, meaningful leisure

time, respect and care for parents, interesting and well-paid work that makes it possible to provide for the family, etc.

According to this indicator, 36.2 % of students showed the average level of formation of family values among high school students. They named no more than two signs of a happy family life, including: love, material well-being, high earnings that allow you to support the family; good living conditions, good friends, freedom of action, healthy parents and children, joint rational household management, etc.

According to the above indicator, 32.3 % of students revealed a low level of formation of family values among high school students. These students have distorted ideas about family and family values.

The boy answered the question “What qualities should a perfect wife have?”: beautiful, fashionable, kind, gentle, intelligent, honest, decent, hard-working, caring, a good housewife, passionate, love children, faithful, neat, non-confrontational, cheerful, gentle, etc.

The girls gave the following answers to the question “What qualities should a perfect husband have?”: smart, courageous, faithful, kind, rich, sexy, generous, cheerful, sensitive, caring, responsible, hard-working, honest, respect a woman, love children, non-confrontational, etc.

Studying the levels of formation of family values among high school students according to the indicator “conscious motivation to acquire family values (love, parenthood), values of socio-pedagogical harmony (care, respect, communication)” was carried out using the methods of M. Rokych.

The results of the study have shown that both girls and boys prioritize such terminal values as love and a financial security.

The leading instrumental values among girls are the following: upbringing (good manners, politeness); cheerfulness, education, sensitivity, caring; independence (ability to act independently, decisively). Among boys, these values are the following: independence (ability to act independently, decisively); courage in defending one’s views; cheerfulness, education, strong will. Unfortunately, such values as hard-working and careful were not among the leading values.

We present generalized data on the levels of formation of family values among high school students according to the indicator “conscious motivation to acquire the values of the organizational and material functioning of the family’ (hard-working, careful). According to the above indicator, 28.9 % of high school students have showed a high level of formation of family values; an average

level – 34.2 %; students, a low level – 36.9 % of schoolchildren.

Studying the levels of formation of family values among high school students according to the indicator “developed empathy” was carried by a test for determining the level of formation of empathy (B. Kindratyuk, S. Lytvyn). According to the results of the testing, it was determined that 5.3 % of high school students have showed the maximum level of empathy development; an optimal level – 18.7 %; an average level – 34.2 %; below an average level – 27.9 % of students; the minimum level – 13.9 % of high school students.

We present generalized data on the levels of formation of family values among high school students according to the emotional-value criterion.

According to the abovementioned criterion, 28.1 % of high school students have a high level of formation of family values; 34.7 % of students – an average level, 37.2 % of schoolchildren – a low level.

Studying the level of formation of family values among high school students according to the indicator the “ability to communicate with others, in particular with representatives of the opposite gender” was carried out using a test (K. Kozyrev).

The results of the study indicate that 26.7 % of high school students have shown a high level of formation of family values according to the abovementioned indicator; an average level – 32.2 % of schoolchildren; a low level – 41.1 % of students.

In order to determine the levels of formation of family values among high school students based on the indicator of “housekeeping skills”, the students were asked to continue the following unfinished sentences: “At home, I am responsible for...”, “Best of all, I manage...”, “For me, the most important household chores is...”, “Doing such household duties, such as: ... I would prefer to transfer to another family member”, “I believe that in my future family, my experience of doing household chores can be helpful such as ...”, “Responsible for doing household chores in the family is ...”.

The high level of formation of family values according to the indicator “housekeeping skills” have 32.9 % of high school students. They have certain responsibilities at home, such as: washing dishes, taking out the garbage, helping to prepare food, washing clothes, ironing, repairing clothes, cleaning the house, buying food and sanitary-hygiene items, helping to take care of brothers and sisters, pets as well as the garden. They do not transfer their household duties to other family members.

The average level of formation of family values according to the indicator of “housekeeping skills” have 37.7 % of high school students. These students have certain household duties, but prefer to transfer some household chores to other family members.

The low level of formation of family values according to the indicator of “household management skills” have 29.4 % of high school students. These students, as a rule, do not have any household chores.

To identify the level of formation of family values according to the indicator the “ability to plan a family budget”, high school students were asked to join groups (5 students in each group) and to make a family budget for a month. At the same time, we noted that there are primary and secondary costs, unpredictable and one-time expenses. The statement sheets were distributed to each group of high school students. It was necessary to plan the family budget for a month based on the calculation that the average monthly salary per person is 14,500 UAH.

It was necessary to take into account in the statement sheet: the payment for communal services (rent, electricity, gas, heating, water, garbage removal, cleaning of the adjacent territory of a house, telephone), purchase of public transport tickets, purchase of sanitary and hygiene products, household chemicals, food, clothing, footwear, cultural and household needs, entertainment, etc.).

As a result, according to the indicator “ability to plan a family budget”, 26.5 % of high school students have a high level of formation of family values; 32.0 % of schoolchildren have an average level, and 41.5 % of students – a low level.

In order to determine the levels of formation of family values in high school students according to the indicator of “acquisition of skills and abilities aimed at strengthening reproductive health”, a conversation, a business game “Society”, the questionnaire “Attitude and awareness of risk” (I. Topchy) [13, p. 187] were used.

We will present generalized data on the distribution by levels of formation of family values among high school students according to the practical-activity criterion.

Consequently, according to the practical-activity criterion, 29.2 % of high school students have a high level of formation of family values; 33.7 % of students have an average level; 37.1 % of schoolchildren – a low level.

Statistical data on the levels of formation of family values among high school students are presented in Table 1.

Table 1.

Levels of formation of family values among high school students (%)

Levels	Criteria			Average value
	Cognitive	Emotional-valuable	Practical-active	
High	32,6	28,1	29,2	30,0
Average	36,5	34,7	33,7	35,0
Low	30,9	37,2	37,1	35,0

Allowing to the results of the study, the distribution of respondents by levels of formation of family values was as follows: the high level – 30.0 %; the average level – 35.0 %; the low level – 35.0 % of high school students.

Discussion. The formation of family values among high school students is a complex and controversial problem.

According to A. Barbina, family values are spiritual and moral guidelines based on the person's perception of the content of family norms, family roles, various aspects of family relations characteristic of all types of family aimed at creating stable harmonious family relations. The scholar theoretically substantiated and experimentally verified the effectiveness of pedagogical conditions for development of students' family values in the educational process of vocational and technical educational institutions, namely:

- creating a person-oriented environment in a vocational and technical educational institution aimed at developing a valuable attitude towards the family;
- implementing the content of the pedagogical project «You and me are the future young family»;
- using interactive forms and methods in educational work in order to actualize the need for self-improvement and development of personal qualities of the future family member [1, p. 199–202].

The researchers L. Honchar, T. Kravchenko, I. Machuska, A. Khyzhniak claim that family values are defined as a society-recognized set of “worldviews and moral guidelines about the family based on the traditional understanding of the institution of the family, marital and parent-child relationships in it which affects the choice of family goals, ways of organizing family life and interaction of its members and ensures cultural and demographic reproduction of Ukrainian society” [14, p. 36].

The scientists attribute to the traditional values of the Ukrainian family: marital fidelity; caring for children and parents; mutual love and respect between the couple; harmony and trust between family members; a healthy lifestyle; follow the folk customs, keep traditions; hospitality; large number of children, etc. [11, p. 150].

Based on the analysis of scientific research and the results of our study, we state that the following groups of values should be included in the structure of family values: the value of love, which includes spiritualized sexual-intimate relationships; the value of parenthood; values of family socio-psychological harmony (care, mutual support, respect, communication, etc.); values of the organizational and material functioning of the family (hard-working, financial support, activity). It is important that these values will be in a harmonious combination, because this ensures the strength and integrity of the family [6].

The American scientists L. Kohm [16], D. Popenoe [17], I. Stacey [18] claim that the family crisis has been not caused by the rejection of traditional values, but by the need for a family with a changed structure, which includes new values that will allow its members to better adapt to new social conditions.

In the USA, an ideology called “New Familialism” has spread, which puts the family at the top of the social value hierarchy. This direction of public opinion proclaims the need to return to the traditional family and give the family a leading place in the hierarchy of social values. From a value point of view of supporters of this movement, the family is considered as the most important, the centre of the individual [7, p. 112].

It should be noted that, in our opinion, the problem of the formation of family values among high school students has not yet been properly studied in foreign pedagogical studies.

Conclusions. The results of the study have found that 35.0 % of high school students have low level of formation of family values. These students have a fragmentary knowledge about family, family values, the basics of reproductive health; their perceptions of family and family values are distorted. They do not recognize the importance of family values, have underdeveloped empathy; they are aggressive in communication with members of the opposite gender; they do not have skills to run a household, family budget planning; they promote reproductive health.

A significant percentage of high school students (35.0 %) have found an average level of family values. These students have sufficient knowledge about family values (love, parenthood), the values of socio-psychological harmony (care, respect, communication), the values of the material

functioning of the family (hard-working, careful), the basics of reproductive health; their perception of the family is formed in accordance with the peculiarities of functioning of their family and peers' opinions. They recognize the importance of individual family values; express a sufficient level of empathy. Their communication skills with members of the opposite gender, housekeeping, family budget planning and promoting reproductive health are insufficiently developed.

The high level of formation of family values have showed 30.0 % of high school students. These students are characterized by deep and systematic knowledge about the family as a social institution and a small social group; about the essence of family values (love, fatherhood); about the values of social and psychological harmony (care, respect, communication), about the values of the material functioning of the family (hard-working, careful), as well as the basics of reproductive health. They recognize the priority of the family as a centre of stability and support for the individual and the group. They have developed empathy; they are aware of the importance of family values; they are able to communicate with members of the opposite gender. They have skills of housekeeping, family budget planning, and promoting reproductive health.

According to the gender of family values among high school students, it was found that most high school girls are focused on starting a family in the future; girls and boys prioritize family values such as love. At the same time, the level of formation of family values in terms of indicator of "housekeeping skills" in girls is much higher than in boys.

Moreover, we found that there is not significant differences in the levels of formation of family values between girls and boys.

This provides a good starting point for discussion and further research aimed at developing methods for formation of family values among high school students.

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ДІАГНОСТИКА РІВНІВ СФОРМОВАНОСТІ СІМЕЙНИХ ЦІННОСТЕЙ У СТАРШОКЛАСНИКІВ

Анотація. Стаття присвячена проблемі вивчення рівнів сформованості сімейних цінностей у старшокласників.

Авторкою визначено критерії і показники сформованості сімейних цінностей у старшокласників: когнітивний (знання про сім'ю як соціальний інститут і малу соціальну групу; про сутність сімейних цінностей (любви, батьківства), цінностей соціально-психологічної гармонії (турботи, поваги, спілкування), цінностей організаційно-матеріального функціонування сім'ї (працьовитість, дбайливість); з основ репродуктивного здоров'я); емоційно-ціннісний (позитивне емоційне сприйняття сім'ї як осередку стабільності і підтримки окремого індивіда чи групи;

усвідомлена мотивація на набуття сімейних цінностей (любви, батьківства), цінностей організаційно-матеріального функціонування сім'ї (працьовитості, дбайливості); розвинена емпатія); практично-діяльнісний (виявлення вмінь: спілкування з іншими, зокрема з представниками іншої статі; ведення домашнього господарства; планування сімейного бюджету; набуття вмінь і навичок, спрямованих на зміцнення репродуктивного здоров'я). Схарактеризовано рівні (високий, середній, низький) сформованості сімейних цінностей у старшокласників.

Результати дослідження засвідчили, що 35,0 % старшокласників виявили низький рівень сформованості сімейних цінностей; середній рівень сформованості сімейних цінностей продемонстрували 35,0 % старшокласників; 30,0 % старшокласників виявили високий рівень сформованості сімейних цінностей.

На різних етапах наукового пошуку було використано такі методи дослідження: теоретичні – аналіз, порівняння, класифікація, синтез, узагальнення – з метою визначення критеріїв, показників та рівнів сформованості сімейних цінностей у старшокласників; емпіричні – діагностичні методи (бесіда, анкетування, тестування, метод незакінчених речень), обсерваційні (опосередковане спостереження) – для визначення рівнів сформованості сімейних цінностей у старшокласників.

Практичне значення статті полягає у тому, що її матеріали можуть бути використані для проведення діагностики рівнів сформованості сімейних цінностей у старшокласників; підготовці майбутніх педагогів.

Проведене дослідження не вичерпує багатогранності теоретичних і практичних пошуків розв'язання проблеми. Подальші наукові пошуки можуть бути спрямовані на розроблення методики формування сімейних цінностей у старшокласників.

Ключові слова: сімейні цінності, структура сімейних цінностей, критерії, показники та рівні сформованості сімейних цінностей, старшокласники, позаурочна діяльність.

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