

The Potential of «Family Pedagogy» Discipline in the Formation of Students' Family Values

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ABSTRACT

This article aims to use the potential of the social and educational nature of the "Family Pedagogy" course on the formation of the students' family values and the experimental study of their effectiveness. Leading forms and methods in the study of this problem are the observation, interviews, questionnaires, psychological tests and pedagogical experiment that allows to verify the effectiveness of the proposed content, forms and methods of family values formation among students. The article deals with the timeliness and importance of the problem of family values formation among the students; the potential of the "Family Pedagogy" discipline; the current state of the problem in the psychological and educational literature; particular components of family values, the basic stages of its formation among students; theoretical and experimental study of the family values formation among the students in the framework of "Family Pedagogy" discipline, proves the effectiveness of the developed program for the family values formation. The paper experimentally proved the need to develop and test a variety of forms and methods for the family values formation among the students with the use of social and educational potential of the "Family Pedagogy" course

KEYWORDS

Family, family values, studentship, the potential of disciplines, family pedagogy, family values formation

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Introduction

Urgency of the problem

Studentship is the period of the most active development of senses, the formation and stabilization of intelligence and character, and, above all, adult values. At this age, many young ladies and gentlemen think about family values, this is the time for creating a family unit and family life, the time of their chosen profession, the identifying your own attitude to public life and your personal role in it. Therefore, it is very important to create the right attitude to family values among students. Over the past two decades, there have been significant changes in the

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family values system. There is a reorientation of the women from the family as "the meaning of life value" to the professional engagement and career growth. Spiritual communication of parents with children for most families become an unaffordable luxury. Family and the population reproduction crisis becomes the crisis of values of social structure. This problem is compounded by the fact that there have been changes in the system of public education- G.F. Biktagirova, V.V. Utemov and V.V. Khitryuk (2016), N.N. Kalatskaya, O.G. Selivanova & R.A. Ilesanmi (2016). University students should not only have a system of values, but also should be able to teach it their future children.

A stable family is a prerequisite for the development of society and the individual. Pedagogical understanding of the current educational situation in teachers' preparation demonstrates the need for a special formation of readiness to work with the family on the family values formation. Today there is a devaluation of family values, social significance of maternity and paternity is reduced. Young people value their future life as a successful career growth in the community, and the prospect of a strong family creation as the primary objective and the basis of life is not a matter of their concerns. In this regard, the education system faces the task of developing appropriate system of values among students, providing them the prestige and a positive image of the family; the formation of the ideal pattern of stable legal marriage; education of responsible parenthood.

Literature Review

The problem of family values formation was interesting for the following Russian and foreign researchers as (Gurko, 2003; Antonov, 2000; Vitek, 1988; Cohn, 2003; Matrikas, 2004; Senin, 2000; Yadov, 2009).

The problem of formation of a positive attitude towards the family, family values and parenting are studied by G.F. Biktagirova (2013), G.F. Biktagirova and R.A. Valeeva (2015), Y.A. Gasparyan (2009) and etc.

These works describe the problem of young people unpreparedness and unwillingness to get into marriages, the formation of a positive attitude towards the family, the role of the parents in the formation of family values; there is revealed the attitude to such values as marriage, children (reproductive attitudes), marital fidelity, requirements to the marriage partner. Most researchers believe that the education of young people to start a family should be carried out in two ways:

- 1) education of future family man's qualities;
- 2) the transfer of specific knowledge about the various aspects of family life.

The analysis of the psychological and pedagogical literature and experience of practice made us possible to determine the following hypothesis of the study, indicating that the use of the potential of the "Family Pedagogy» discipline will effectively form the family values among students.

Materials and Methods

The study of the effectiveness of the proposed pedagogical conditions for inclusive willingness formation of the future preschool education teachers involves the use of the following methods:

theoretical methods: the study and analysis of psychological and pedagogical literature, comparison, analogy, generalization;

empirical methods: diagnostic quiz (questionnaire for understanding the "family" and "family values» concepts; the method of incomplete sentences; "Life values questionnaire» by I.G. Senin (2000); adapted test to determine the consistency of family values and the role sets by A.N. Volkova (2012);

experimental (stating, forming and control stages);

mathematical statistics methods of experimental data processing.

Results

The experiment involved 84 students of the Institute of Psychology and Education of Kazan (Volga Region) Federal University aged 19-21. The experiment engaged the first and second course students during two semesters in natural conditions of the educational process (2015-2016).

Research was conducted in three stages:

At the first ascertaining stage there was organized pedagogical experiment with an initial diagnosis. Based on this, the formation of family values was carried out by means of the "Family Pedagogy» course at subsequent stages.

At the formative stage there were tested specially designed activities, including interactive lectures, lectures in the form of talks and dialogues, facilitation; moderation; «case study» method, demonstration of educational films; brainstorming; discussions, etc.

At the third and final stage of the experiment was devoted to analyze the results and to carry out the statistical and mathematical data processing.

Evaluation criteria

For the effective formation of students' family values, we identified the set of family values components.

The cognitive component includes:

- the level of theoretical knowledge of the family, its functions, relationships in the family, the role of father and mother, housework, household, its budget and others (through discussions, profiles, essays, reasoning, problem solutions of life situations);

understanding of the meaning and purpose of family life, its hardships and joys;

understanding of your personal role in family life;

the idea of what love, care, trust, understanding, and mutual respect mean;

- maturity of ideas about sexual relations, health and safety, awareness of gender identity.

Need and motivation component consists of:

- formedness of family values, the existence of a personal life plan, where the family takes a leading role;

- awareness of the family as a value;

- motivation to create your own family and raise children.

The emotional component. Indicators:

- emotional and positive ideas about family life, your personal role in it, the future spouse, children, relatives;

Activity based and practical component. Indicators:

- the level of communication with the brothers and sisters, friends and adults, the expression of feelings of kinship to the family and relatives not living together;
- the availability of communication skills and interpersonal skills of conflicts resolution;
- the ability to actively spend leisure time and holidays, create and preserve family traditions.

Course and description of the experiment

Our study shows that our university students are aware of the values associated with marriage, and values associated with kinship, but the values associated with parenthood and the value of children are mainly generated at the secondary level of formedness: according to parenting scale (56.6%) there is a great need for the formation of particular values. In addition, to the greatest extent students are willing to borrow from parental value system the model of family relations, especially in the relationship with their own parents. The family values rating, such as professional interests is high enough as well.

As a result of the study, we obtained data on the terminal value of 5 life spheres. Comparing the average value for each terminal value of each sphere, we can conclude that the most important for the students are the professional life (7.74) and interests (7.58). Next in order of importance is training and education (7.49) and family life (7.31). And the last place in order of importance takes social life (7.08). (Figure 1)

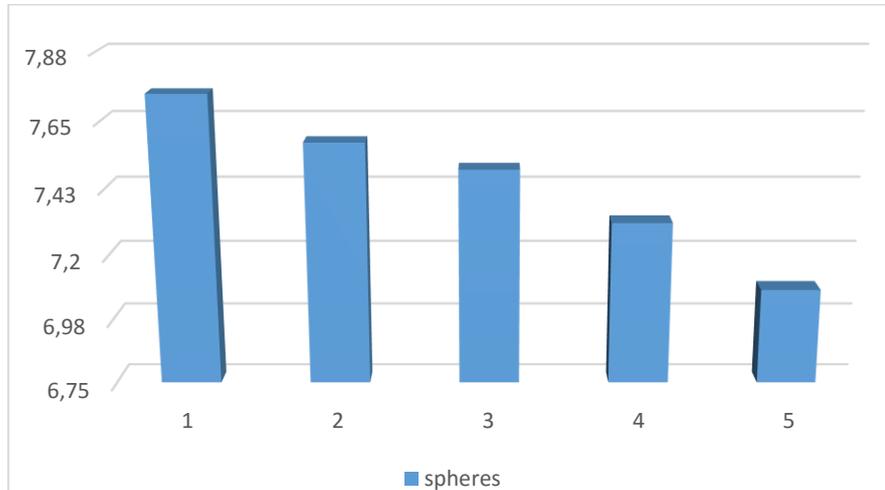


Figure 1. Life spheres of students before the experiment
1-Professional sphere, 2- interests, 3 - training and education, 4- family life, 5 - social life

If we talk about each area separately, in the Professional life sphere there is a domination of Spiritual satisfaction (8.87) and Identity preservation (8.20).

In the field of interests, the most noticeable are the High financial status, Self development and Spiritual satisfaction.

In the field of training and education there is a domination of Identity preservation (8.60) and Active social contacts (8.07).

In the Family life sphere the most significant are such values as Self development and Spiritual satisfaction and less significant are Personal Prestige Creativity.

And in the Social life sphere there is domination of such values as Achievements and Spiritual satisfaction.

The degree of family values formation was checked basing on A.N. Volkova techniques. The mean value of expectations and aspirations of students' family values are approximately equal to (5.9). Assuming that low is 1-3 point, mean is 4-6 and high is 7-9, the level of family values formation is average.

Almost all the participants of the sample group have the mean level of expectations. But figures for the 1 and 2 scales of expectations levels have large spread, which indicates its not being formed. Since we are most interested in parenting scale, let's have a look at Table 1.

Table 1. The level of value formation on parenting scale before the experiment

The level of value formation	% sample group participants expectations	% sample group participants aspirations
High	23,3%	16,6%
Mean	66,6%	56,6%
Low	10%	26,6%

The «Family Pedagogy» course work for the formation of the students' family values. The main tasks of the course are urgent issues of the family pedagogy, and the work was carried out in all four components of the family values.

- introduction and systematization of psychological and pedagogical knowledge of the students in understanding family and family education (cognitive component);

- formation of understanding of the basic problems and trends of the family and family relations development (need and motivation component);

- the formation of ideas about the value of parenthood, childhood, kinship, as psycho-pedagogical phenomena and psycho-pedagogical factors of education in the family (based on the emotional component);

introduction to the main directions, forms and methods of interaction with the family in the educational institutions (activity based and practical component).

The course and results of the experiment

As a result of the course students should have fixed systematic approach to the study of the process of family pedagogy; the formation of humanistic principles in terms of family relations and family education; the formation of emotional and

positive attitude of the students to the family and parenthood, for personal and professional growth.

From the standpoint of the family values formation the main directions are:

1. Comprehension of «family» and «family values» concepts; the place of the family in society; the creation of ideas about future family; particularity and the impact of parents' family.

2. Choosing a life partner; alignment of family relationships between spouses, parents and children, between children; communication and family conflicts.

3. Features of the family education. Parent-child relationship. How to love a child? Formation of the joint activities of family and educational institutions for the formation of family values.

It was necessary to organize the cooperation of teachers and students on the family values formation; it was necessary to teach students the ability to justify and design individual educational routes and tracks of their own growth in the personal and family development.

Classes of the course are held in various forms of lectures, mini-conferences, training, workshops and other forms of education, which contributes to the formation of the necessary values. The search for new methods of conducting lectures showed that there could be interactive lectures that contribute to overcome the passivity of the audience by increasing the dialog functions of the lecture forms of education as well as development of skills to analyze the facts, assess the situations among students. To make the lecture an interactive one, that is, to choose an adequate interactive format and apply its procedures to the content, it is necessary to consider the sequence of types of learning activities. Interactive lecture is a training activity, which uses active learning methods: facilitation; driven (guided) discussion or conversation, moderation; method of "case studies", slideshow or educational films; brainstorming; discussion and others. At the workshops, interactive group work was organized in such a way that all were involved in this activity, they passed it through themselves and their personal experience, comparing it with its psychological and pedagogical research. For example, case-study method (or the description of specific situations) is used for organization of the training. Students are encouraged to reflect on the real life situation, and description at the same time reflects not only some practical problem, but also actualize certain set of knowledge that is to be learned during the resolution of this problem. In this case, the problem itself has not definitive solutions. Thus, there can be formed necessary skills communication, cooperation, mutual assistance; as a result of communication mutual understanding is achieved, so necessary for the relationship in the family. It is required from the student the ability to debate, a creative approach to the analysis of texts, the ability to clearly and concisely express their thoughts, to solve psychological and pedagogical tasks, as well as the quality of creative works arrangement, essays, practical tasks and performing individual work.

Each student is involved in extracurricular activities, meetings, preparation of nonstandard teacher-parent meetings, and so on. Topics can be different as well - «Features of education in a large, national family», press conference «Education peculiarities of the only child, a child in a large family, twins and so on». At the same time, students take part in the reflection of sessions, generalize their family experience of education (in the role of parents and children). As a result of the

course students should fix systematic approach to the study of the family relations process and education; the use of techniques for problems' diagnosing; the formation of humanistic principles in relation to family education; the formation of emotional and positive attitude of the students to the course, to personal and professional growth. So, in the course of the «The art of being parents» workshop, students discuss the value of parenthood.

Considering the socio-cultural environment, students need to relate the family values and the values of society. Through a variety of non-standard teacher-parent meetings students acquire different social roles. One student plays the role of a psychologist, a teacher. At the same time the rest of the students are the "parents", and each of them carries out their own role. Role-playing game "Family problems" reveals errors in family relations and education. Alternately, students are divided into different "families" (large families, childless, single parent and so on). The newly formed "families" play the situation concerning selected issues. Each family has its own values. Other families and experts should help how to make sense of a situation. The paper focuses on students' independent knowledge «acquisition» and this is essential for interactive learning. In other words, their own independent mental activity, the attempt to generate knowledge based on their interests, desires, and then doubts, assumptions, arguments and conclusions in the process of learning activity search. It is this form of role-playing family values mastery makes it possible to reflect on them and to form correct attitude towards them among students.

At the end of the formative experiment there was conducted control study using the methods of ascertaining stage. We represent the most effective results. Comparative results on I.G. Senin (2000) diagnostic procedure are graphically presented in Table 2:

Table 2. Levels of family life sphere formation before and after the experiment

	1	2	3	4	5	6	7	8	9	10
Family life before the experiment		5,83	7,97	6,30	7,27	8,40	7,03	8,33	7,37	7,31
Family life after the experiment		6,5	8,73	6,33	8,7	8,33	7,16	9,2	7,3	7,3

1 - life spheres, 2-personal prestige, 3 - high financial status, 4 -creativity, 5 - active social contacts, 6- self-development, 7 - achievements, 8 - spiritual satisfaction, 9 - identity preservation; 10 -mean value for each sphere

Table 2 shows changes at the control stage. So, the level of family values increased according to such indicators as spiritual satisfaction (9.2), high financial status (8.73) and active social contacts (8.7). Spiritual fulfillment and social contacts are very important indicators, as they describe: moral and ethical principles guidance, the predominance of the spiritual over the material needs, which is essential in the family, as well as the establishment of favorable relations in the family interaction and implementation of the family roles.

In order to ensure that our data by I.G. Senin (2000) methodology is reliable, it is necessary to calculate the Student's t-test.

The accuracy of the two areas 'training and education' and 'family' was confirmed, which was especially important for us. Also, the findings of the two indicators 'spiritual satisfaction' and 'active social contacts' were confirmed at the level of $p = 0.001$; $p = 0.01$ (Table 3).

Table 3. Validity check of the research by Senin methodology

Spheres	T empirical	T critical	H ₁
Training and education	5,336152049	3,659	+
Professional	-6,880911188	3,659	-
Interests	-3,26583121	3,659	-
Family	6,872135523	3,659	+
Social	-9,044955535	3,659	-

According to questionnaire there were no significant changes. But it is important that 68% of sample group participants believe that the family as a vital value comes first.

Table 4. The level of family values formation after the experiment

The level of family values formation	% sample group participants expectations	% sample group participants anticipations
High	90%	76,6%
Mean	10%	23,3%
Low	0%	0%

Table 4 shows that there were positive changes. Before the experiment the results of anticipations were: 26.6% - low level, 56% - mean and 16.6% high level. Situation has changed after the experiment (76.6 - the high level; 23.3 - mean level). The results were also confirmed at the level of reliability $p = 0.001$; $p = 0.01$.

Discussions

Today there is a high interest in the family and studying the changes that take place in the minds of the youth, which in itself testifies the demand of the scientific-pedagogical research in this area. Theoretical study of the scientific literature and experimental research has led us to the following generalizations that the family is one of the greatest values created by mankind in the history of its existence. Understanding and awareness of this process is a result of the family values formation through systematic work with all the family values components.

Conclusion

Theoretical and experimental analysis of the family values formation among students by means of the «Family Pedagogy» discipline was fully confirmed. The

purposeful systematic work demonstrates the need for all social and educational potential of the «Family Pedagogy» discipline.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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