PRACTICAL ASPECT OF FORMING HIGH SCHOOL STUDENTS' READINESS FOR RESPONSIBLE PATERNITY

Abstract. The article highlights the practical aspect of forming readiness for responsible paternity among high school students of general secondary education institutions, which concerns the training of teachers on this problem.

We consider the readiness of high school students for responsible paternity as a psychological phenomenon that covers an integral set of certain characteristics inherent in high school students as future parents in accordance with the norms, standards, requirements that are generally accepted in society, which ensure in the future the ability to consciously plan future married life and the birth of children, as well as the conscious manifestation of responsibility for the child and the effective performance of marital and parental roles. The structural components of this concept are knowledge of parental roles, their functions, responsibilities, ways of interaction between young spouses and the future child; the presence of empathic ability, a positive attitude to future family new responsibilities, the desire to consciously and responsibly show marital and parental feelings; the presence of basic household skills necessary for future married life, etc. Special attention is paid to highlighting the ways of preparing teachers of the institution of general secondary education for the formation of readiness for Responsible Fatherhood among high school students as one of the pedagogical conditions that can ensure that high school students achieve the necessary level of formation of the outlined phenomenon.

The key element of achieving a high level of education of schoolchildren, in particular the formation of readiness for responsible
paternity among high school students, is a positive image of the teacher, which determines the desire of high school students to master family values and the effectiveness of this process.

The article considers the main stages of working with teachers of general secondary education institutions, namely: organizational and analytical, informational, practical, evaluation and effective. In order to provide classroom teachers, school psychologists, and social workers with the necessary competencies in the theory and methodology of forming the outlined phenomenon among high school students, a program of pedagogical support for teachers was developed. As part of the implementation of the program, various forms of work with teachers and the use of innovative methods of teaching adults are provided. Appropriate educational means of working with teachers are reflexive and emotionally saturated forms and methods. This applies to various technologies of communication with teachers for practical solutions to the problems of forming the readiness of high school students for responsible paternity.

Keywords: responsible paternity, high school students, teachers, pedagogical conditions

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ПРАКТИЧНИЙ АСПЕКТ ФОРМУВАННЯ У СТАРШОКЛАСНИКІВ ГОТОВНОСТІ ДО ВІДПОВІДАЛЬНОГО БАТЬКІВСТВА

Анотація. У статті висвітлюється практичний аспект формування готовності до відповідального батьківства у старшокласників закладів загальної середньої освіти, який стосується підготовці педагогів з цієї проблеми.

Ми розглядаємо готовність старшокласників до відповідального батьківства як психологічний феномен, що охоплює інтегральну сукупність певних ознак, притаманних старшокласникам як майбутнім батькам відповідно до увічнених у соціумі норм, стандартів, вимог, які забезпечують у майбутньому здатність свідомо планувати майбутнє подружнє життя та народження дітей, а також свідомий прояв відповідальності за дитину та ефективне виконання подружніх і батьківських ролей. Структурними компонентами цього поняття є
знання щодо батьківських ролей, їхніх функцій, відповідальності, способи взаємодії між молодим подружжям та з майбутньою дитиною; наявність емпатійної здатності, позитивного ставлення до майбутніх сімейних нових обов’язків, прагнення свідомо і відповідально виявляти подружні й батьківські почуття; наявність елементарних побутових вмінь, необхідних для майбутнього подружнього життя тощо. Особлива увага надається висвітленню шляхів підготовки педагогів закладу загальної середньої освіти до формування у старшокласників готовності до відповідального батьківства як однієї з педагогічних умов, спроможної забезпечити досягнення старшокласниками необхідного рівня сформованості окресленого феномену.

Ключовим елементом досягнення високого рівня вихованості школярів, зокрема формування у старшокласників готовності до відповідального батьківства, є позитивний імідж педагога, який зумовлює бажання старшокласників до опанування сімейними цінностями та результативність цього процесу.

У статті розглянуто основні етапи проведення роботи з педагогами закладів загальної середньої освіти, а саме: організаційно-аналітичний, інформаційний, практичний, оцінно-результативний. З метою надання класним керівникам, шкільним психологам, соціальним працівникам необхідних компетенцій з теорії та методики формування окресленого феномену у старшокласників було розроблено програму педагогічного супроводу для педагогів. У межах впровадження Програми передбачено різні форми роботи з педагогами та використання інноваційних методів навчання дорослих. Доцільними у виховному плані засобами роботи з педагогами є рефлексивні й емоційно насичені форми й методи. Це стосується різноманітних технологій спілкування з педагогами для практичного вирішення проблем формування готовності старшокласників до відповідального батьківства.

Ключові слова: відповідальне батьківство, старшокласники, педагоги, педагогічні умови

Introduction. The problem of forming responsible paternity among high school students occupies a prominent place among the current educational problems in the Ukrainian educational space. This is primarily due to the fact that the conscious responsibility of the individual for the future of their family and children should be born at school age. The impetus for the formation of responsible paternity is the disappointing situation of the modern family, which, like the entire Ukrainian society, is now in a state of
crisis, characterized by an increase in psychological stress, an increase in the number of stressful situations, the rejection of established values and the emergence of new, sometimes unfounded and fleeting ones. All of the above actualizes the importance of forming a responsible attitude among high school students not only to the future marriage, but also to ways to strengthen and preserve it.

**Literature Review.** In the context of the problems of paternity culture, scientific achievements of both foreign (T. Gordon, M. Jace, B. Spock, A. Fromm) and domestic scientists (T. Veretenko, I. Zvierieva, T. Govorun, L. Kanishevskiaia, V. Kravets, O. Kikinezhdi, O. Kiz, L. Yatsenko, V. Shakhrai, etc.) are important.

**Objectives of the study.** Special attention is paid to highlighting the ways of preparing teachers of the institution of general secondary education for the formation of readiness for responsible paternity among high school students as one of the pedagogical conditions that can ensure that high school students achieve the necessary level of formation of the outlined phenomenon.

**Results of the study.** Responsible paternity is characterized as a platform "on the basis of which a balanced need for children, the necessary knowledge for the upbringing and development of children, and partnerships between parents and children throughout life are formed" [4].

Scientist V. Shakhrai considers the concept of "readiness of high school students for responsible paternity" as the formation of a complex of qualities that combines a positive attitude to paternity, the presence of knowledge, skills and abilities on the basics of reproductive culture and family pedagogy, emotional development and awareness of responsibility as a future parent to children, family, society [12, P. 52].

We consider the readiness of high school students for responsible paternity as a psychological phenomenon that covers an integral set of certain characteristics inherent in high school students as future parents in accordance with the norms, standards, requirements that are generally accepted in society, which ensure in the future the ability to consciously plan future married life and the birth of children, as well as the conscious manifestation of responsibility for the child and the effective performance of marital and parental roles.

To achieve the goal and implement the tasks, a set of methods was used: theoretical – analysis, synthesis, comparison, classification – to determine: finding out the essence of the concept of "readiness of high school students for responsible paternity" and its components; empirical – questionnaires, testing, conversation, unfinished sentence, generalization of independent characteristics, indirect observation – to diagnose the levels of
readiness for responsible paternity of high school students; expert assessment –
to determine the pedagogical conditions for the formation of readiness for
responsible paternity of high school students of general secondary education
institutions.

The readiness of high school students for responsible paternity, in our
opinion, is characterized by the following structural components: 1) a certain
amount of knowledge: regarding parental roles, their functions,
responsibilities, ways of interaction between young spouses and with the
future child; 2) the presence of empathic ability, a positive attitude to new
responsibilities, the desire to consciously and responsibly identify marital
and parental feelings; 3) the presence of basic household skills necessary for
future married life, the skills of basic child care and creating a safe
environment for them; the ability to apply the necessary knowledge in
communication and interpersonal interaction; the ability to regulate their own
emotions and behavior [2].

The effectiveness of educational influence on the personality of a
senior student is ensured by the choice of appropriate pedagogical conditions,
which are aimed at the optimal solution of the problem in pedagogical
practice, stimulate the development of the previously mentioned structural
components of the readiness of high school students for responsible paternity
and organizational and material support for the formation of this
phenomenon in high school students.

Scientists interpret pedagogical conditions as necessary circumstances
that "contribute and make it possible to achieve the expected result as a result
of the implementation of the pedagogical process"; the system of education
and training of students, the purpose of the pedagogical process, the
organization of educational and cognitive activities of schoolchildren, etc.; an
essential component of the pedagogical process, which includes the content,
methods, organizational forms of education [9; 7].

When determining the pedagogical conditions that can ensure that high
school students achieve the necessary level of readiness for responsible
paternity, they took into account that random conditions do not contribute to
achieving the expected result. That is why the development and
implementation of pedagogical conditions should take place in a
comprehensive manner, that is, provide for "a set of phenomena, actions, and
measures that form a single whole" [7, P. 225].

Such conditions in the context of our research were:

1. Preparation of teachers of a general education institution for the
formation of high school students' readiness for responsible paternity.
2. Involvement of high school students in mastering the knowledge, feelings, and skills regarding parental roles, their functions, and responsibilities necessary for future married life in extracurricular activities.

3. Optimization of interaction between the school and the family to form high school students' readiness for responsible paternity on the basis of partnership.

Let’s take a more specific look at the first of the pedagogical conditions we have indicated.

According to our beliefs, the first organizer of the child's relationship system with macro- and micro-society due to the organization of various types of joint activities of the classroom team, the creator of a favorable moral and psychological climate in the classroom, the coordinator of efforts of all educational institutions that affect the formation and development of the student's personality is the homeroom teacher of the institution of general secondary education.

As the researcher Z. Kovalchuk, a modern class teacher, using the priority requests of modern society for the formation of students' high overall academic performance, creative potentials, preparation for self-education, high moral culture, including the culture of the future family man, is subject to such principles of managerial pedagogical activity, such as: the principle of pedagogical orientation, which consists in the fact that any actions of the class teacher, teacher should be subject to the interests of the educational process, which is the basis and meaning of their activities; the principle of concreteness, which requires the formation and implementation of the activities of teaching teams, each teacher as close as possible to the principle of complexity of managerial pedagogical actions is based on a harmonious combination of functional and linear leadership; the principle of cooperation and distribution of managerial pedagogical work requires the class teacher to boldly rely on collective creativity and collective intelligence; the principle of systematic self-improvement provides for the constant work of the class teacher, teacher to improve their own theoretical, methodological and organizational training, openness and perception of new pedagogical technologies and innovations, advanced theory and practice of management, etc. [8, P.298-299].

In addition to the class teacher, in our opinion, a practical psychologist, a social teacher of general secondary education institutions, and other teachers also play an important role in the formation of family values of high school students.

One of the key element of achieving a high level of education of schoolchildren, in particular the formation of readiness for responsible...
paternity among high school students, is a positive image of the teacher, which determines the desire of high school students to master family values and the effectiveness of this process.

Investigating the image of a modern teacher, G. Yevtushenko identifies such structural components as: the audiovisual culture of the teacher (literacy of speech, Manners, Style of clothing and its relevance to a specific situation, the ability to stay in public, present information to a certain target audience); the behavior of the teacher in various aspects (in the professional environment among students and colleagues, the ability to control their emotional state and find ways of communication, understand with different types of personalities); the system of moral and ethical values of the person (worldview, attitude to their own profession and to pupils) [5, P. 631].

The success of the teacher's work largely depends on the qualities of the "teacher of the future", who, according to V. Semichenko's beliefs, uses the following provisions: sees in each child not the notorious "object of pedagogical influence", but an independent person who is constantly changing, developing, has the right to self-affirmation; knows how to live in the real world, objectively perceive facts and work with them; is able to navigate in any situation on essential aspects, analyze their decisions and actions, combine individual events in systems saturated with a single meaning; overcomes the destructive influence of external side effects (organizational, bureaucratic, formal) factors on the development of one's own personality and relationships with students; knows how to dose the measure of his intervention in the personal life of the student, divides problems into those that the child himself must solve, and those where his influence is necessary; is able to change in a changing world and change the world for the better; does not resort to demagogic slogans, does not replace the matter with words, but makes it reliable, with full dedication [10, P. 44-45].

Important in the formation of high school students' readiness for responsible paternity is also the emotional and positive motivation of the teacher, which includes "love for the child, awareness of the relevance and need of professional activity, the desire to effectively perform it, knowledge of the essence of the phenomenon of "value of family life" and the specifics of its formation in the specified contingent of students, possession of forms and methods of forming the values of family life" [7].

Taking into account the key role of the teacher in the creation and socially significant functioning of the educational process, I. Bekh offers a number of educational rules as an indicative basis for his activity, namely: 1) based on the understanding of the individual as a subject of free and responsible choice, which is carried out on the basis of socially significant
Taking into account the above-mentioned provisions of scientists, as well as the lack of organizational and methodological readiness of teachers to work with high school students on the problem of forming their readiness for responsible paternity, the implementation of the outlined pedagogical conditions began with the organization of purposeful work with teachers. In order to provide classroom teachers, school psychologists, social workers with the necessary competencies in the theory and methodology of forming the outlined phenomenon in high school students, a program of pedagogical support for teachers was developed (the program of the seminar "optimization of the formation of readiness for responsible paternity of high school students" (10 hours).

Referring to the experience of L. Kanishevskaia in the study of the problem of training teachers of boarding schools on the formation of family life values among high school students, we highlight the following stages of work with teachers of general secondary education institutions: organizational and analytical, informational, practical, evaluation and effective [7].

At the organizational and analytical (motivational) stage, preparatory work was carried out with the administrations of institutions of general secondary education, which was aimed at teachers' awareness of the significance and relevance of the problem of forming readiness for responsible paternity among high school students in extracurricular activities of educational institutions; development of a strategy for optimizing the formation of this phenomenon among high school students; familiarization of teachers with the best experience in solving this problem, etc.

The purpose of the next, informational (cognitive) stage was: familiarization with the program of the seminar "optimization of the formation of readiness for responsible paternity in high school students", during which teachers of institutions of general secondary education were enriched with theoretical knowledge on the formation of this phenomenon in high school students; familiarization with the specifics of junior youth and
gender features in the formation of readiness for responsible paternity of high school students in extracurricular activities; mastering the diagnostics of levels of formation of readiness for Responsible Fatherhood of high school students; development of pedagogical support for educational work, etc.

During the third (practical) stage, the seminar classes continued, where considerable attention was paid to familiarizing teachers with the program "Secrets of happy family life" developed by us; deepening teachers' knowledge about the optimal forms and methods of forming readiness for responsible paternity of high school students; involving parents in this process; using a set of pedagogical conditions for forming readiness for responsible paternity of high school students of general secondary education institutions.

The fourth stage (evaluation and performance) was aimed at evaluating and effectiveness of the performance of teachers in the process of their preparation for the formation of readiness for responsible paternity of high school students in extracurricular activities of schools, identifying and overcoming personal complications and problems (both, those related to individual theoretical and methodological training, and technical equipment). At this stage, considerable attention was paid to the self-education of teachers on the outlined problem. For this purpose, methods and techniques were used, such as: observation, conversation, questionnaires, individual consultations. In the process of self-education, thanks to our recommendations, references to literature, websites, etc., teachers of experimental educational institutions had the opportunity to get acquainted with the problem of forming the readiness of high school students for responsible paternity not only in our country, but also in foreign scientific discourse (in particular, on the example of the Great Britain and the United States of America, other foreign countries). The result of this work was the organization and holding of a round table "preparing teachers for the formation of a new generation of high school students' readiness for responsible paternity".

According to V. Shakhrai, the main result of the formation of readiness of high school students for responsible paternity should be formed a positive attitude to the performance of the roles of father and mother in the future, which will create a wide field of self-realization for the individual [11, P.159].

As part of the implementation of the Program, various forms of work with teachers and the use of innovative methods of teaching adults are provided.

Effective forms and methods are conducting conversations, organizing workshops, role-playing games, debates, round tables, oral journals, and conferences.
Practice shows that the most appropriate educational means of working with teachers are reflexive and emotionally saturated forms and methods. First of all, this is communication that has a game basis and includes a variety of information content in accordance with the tasks set. With this goal, we used various technologies of communication with teachers for practical solutions to the problems of forming the readiness of high school students for responsible paternity, and recommended the use of such technologies in working with students and parents.

During the seminar for classroom teachers, it is advisable to carry out joint development of the plan and content, select forms and methods of conducting extracurricular activities, in particular for the program of educational hours for the formation of readiness for responsible paternity of high school students and parent meetings for their parents.

To activate classroom teachers, school psychologists, and social workers, such forms of training as conversations and debates "Responsible paternity: a tribute to traditions or new trends?", "Can there be happiness in a civil marriage?", "Adults and children: generational conflict", etc., lectures and consultations "Family traditions: European view", "How to form responsible paternity among high school students", "Teaching students and parents constructive ways to resolve conflicts with each other", business games "Old problem "Parents and children" in a modern interpretation", "Stand on the position of another", film lectures "Family values in feature films of all times and nations", individual face-to-face and internet consultations. For independent study, teachers were recommended the appropriate literature.

**Conclusions.** The problem of forming readiness for responsible paternity requires the efforts of institutions of both general secondary and higher pedagogical and postgraduate education, because the teacher plays a leading role in this process. The success of a teacher's work largely depends on the qualities of the "teacher of the future", and they must also have a high level of pedagogical competence in order to establish effective work with schoolchildren, as well as partnership with parents of high school students.

The prospect of further research in this direction is the modeling of partnership interaction between institutions of general secondary education and institutions of social education on the problem of forming the readiness of schoolchildren of different ages for responsible paternity in future married life.

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