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## The value of conscious paternity as a priority direction in the vocational training of social workers

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### ABSTRACT

The objective of the research consisted in establishing and experimentally testing the methodology of formation of the value of conscious parenting in future specialists of social work, for its transformation into professional and evaluative orientation. Methods of analysis, systematization and generalization of ideas and scientific approaches, specification of practical tasks, the pedagogical experiment and pedagogical diagnostic methods were used to study the real state of the problem and achieve the objective of the research. As a result, based on the authors' interpretations of the main concepts investigated, a model for transforming the personal value of conscious parenting into a professional and value orientation has been suggested. A workshop has been suggested as an effective way of working. The authors established that the optimization of the process of formation of the value of conscious parenthood in social workers and its transformation into professional and value orientation, depends on the modification of the educational process in the institution of higher education through innovative processes, content and use of interactive forms and methods.

KEY WORDS: parenting; value; professional training; Social workers; orientation.

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## El valor de la paternidad consciente como dirección prioritaria en la formación profesional de los trabajadores sociales

### RESUMEN

El objetivo de la investigación consistió en fundamentar y probar experimentalmente la metodología de formación del valor de la paternidad consciente en futuros especialistas del trabajo social, para su transformación en orientación profesional y valorativa. Se utilizaron métodos de análisis, sistematización y generalización de ideas y planteamientos científicos, especificación de tareas prácticas, el experimento pedagógico y métodos de diagnóstico pedagógico para estudiar el estado real del problema y lograr el objetivo de la investigación. Como resultado, a partir de las interpretaciones de los autores de los principales conceptos investigados, se ha sugerido un modelo de transformación del valor personal de la paternidad consciente en orientación profesional y valorativa. Se ha sugerido un taller como forma eficaz de trabajo. Los autores establecieron que la optimización del proceso de formación del valor de la paternidad consciente en los trabajadores sociales y su transformación en orientación profesional y valorativa, depende de la modificación del proceso educativo en la institución de educación superior a través de procesos innovadores, contenido y uso de formas y métodos interactivos.

**PALABRAS CLAVE:** crianza; valor; entrenamiento profesional; trabajadores sociales; orientación.

### Introduction

Demoralization of modern social values, changes in the age model of childbearing, adolescent motherhood and the decline of healthy childbearing in Ukraine and, on the contrary, late motherhood or in general refusal of childbearing (childfree) in different countries of the world actualize the problem of forming the value of conscious paternity.

Today, the family is no longer the only one environment that raises a child. Influences of various factors play an important role in forming personality, in forming its qualities, life positions. Modern youth often prepares for future family life and parenthood by resolving material issues and pays little attention to the psychological and pedagogical aspect of paternity, and most importantly – a conscious attitude to future paternity.

The activity of various social institutions is an important factor in the purposeful formation of the values of marriage, family, and future paternity of young people. Current practice shows the lack of theoretical and practical scientific works in the formation of professional competence of social workers to implementation of an educational influence

on clients in order to form the values of family and paternity. Therefore, the objective of the article is to substantiate and experimentally test the method of forming the value of conscious paternity in specialists of social work and its transformation into their professional and value orientation.

Parenthood is the result of individual choice of women / men, which have been coordinated with other life projects. The reflection of modern parenthood suggests that people plan to have a child, based on their life intentions, choosing the optimal time for this, entering this event at certain stages of your life, such as: completion of studies, achievement of material well-being, career position, etc. (Chernova, Shpakovska, 2010: 3). Again, the reflection and planning of fatherhood determine the so-called "deferred (postponed) motherhood / fatherhood". The average age of women giving birth for the first time was 29 years, according to the Organization for economic cooperation and development, in 2020. In European countries, children are born earlier in Bulgaria, Romania, Latvia, Estonia, Poland (25-27 years), and later in Italy, Spain, Switzerland, Luxembourg, and Greece (30-31 years) (Family database OECD, 2020).

The urgency of the problem of training specialists of social work to forming conscious parenthood (planning and birth of children, their upbringing and development) is also emphasized by the results of the European social research, according to which the late age for childbirth is 41,6 (ranging from 39,1 in Hungary to 43,8 in Austria). The actual share of mothers who are consciously planning maternity and give birth at the age of 40 was 1,6% in Ukraine, compared with 7,3% in Italy and almost 5,0% in Spain, Ireland, and Greece. Significantly less than in other European countries, women aged 45-49 give birth in Ukraine (an average are two women per 10,000), while in Greece this figure is 15, in Ireland - 13, in Italy - 11 (Aksyonova, 2014: 2).

Traditionally, social workers of Europe countries and the world face the same tasks and problems in the process of their practical activity: professionally to defend the interests of young people and citizens who cannot do it on their own and need help; to show personal interest in the organization of control of protection of the person; to organize and support stimulation of youth to development of constructive activity, own forces with use of personal reserves; to take preventive measures and independently to offer assistance; to

influence local and central authorities in order to improve the social protection of citizens, etc.

However, as practice shows, finding ways to prepare young people for marriage, for future parenthood and awareness of it as a personal value remains problematic. An important role in this process belongs to social work specialists, one of the priority directions of which is the formation of the conscious parenthood of clients. Therefore, it is necessary to develop and implement new approaches to the training of students in general, and forming conscious parenthood as a professional and value orientation in particular.

## 1. Literature Review

The problem of training social workers for professional activities has been and is the subject of research by a number of foreign and Ukrainian scientists. For example, analyzing the issue of forming conscious parenting, we note the ideas for the formation of parental attitudes of T. Gordon to be very popular in the United States and other countries, whose model of family upbringing is called "Parent Effectiveness Training", which, in our opinion, are really useful for millions parents all over the world. T. Gordon states that "Whether you're the parent, you know that parenting can be challenging—even overwhelming at times". On its basis, the Russian psychologist Yu. Gippenreiter presented her modification of this model, which also emphasized the need to prepare parents for the upbringing of the child (Aleksandrova et al, 2002). In the opinion of authors, the specified program should be learned by current and future social workers to help young parents and people, who are planning to have a kid.

Canadian researcher of the field of parent-child relationships E. Schaefer considers the classification of parental attitudes towards the child by the continua Love-Dislove and Autonomy-Dependence and accordingly identifies the following main educational spaces: love-autonomy; love-dependence; hostility-dependence and hostility-autonomy, which are characterized by such dominant styles of education as democratic, over-protection, authoritarian and ignoring. The most optimal in upbringing, according to the author, is the system "Autonomy-Love", when parents, accepting the child as she is, create conditions to meet her needs and interests, encourage the child's independent behavior, unobtrusively and purposefully teach her to make independent decisions on issues that are related to her life – learning, choosing friends, spending time, etc. (Schaefer, 2012).

In the context of preparing young people for marriage, E. Bern expresses the opinion that the easiest way to form fatherhood is to repeat the line of life of parents, with girls repeating the fate of the mother, and boys repeating the fate of the father, or other significant adults if the family was incomplete or the parents were present in the child's life sporadically. The scientist proves that if parents do not perform their functions effectively, then their children will not be ready for the conscious parenthood. It is very important that a young boy or a girl under 18 (the period when (according to E. Bern), the "parental scenario" is fixed) be able to rethink the "parental scenario" and consciously choose their own line of behavior both in future work and in family life (Bern, 1992).

Based on the concept of attitudes of V. Myasishchev, the structural components of forming conscious parenting in future specialists of social work, we distinguish: motivational, value, cognitive, activity and personal components (Myasishchev, 1995).

Scientific interest in terms of forming conscious fatherhood is the views of E. Eidemiller, who considers fatherhood and conscious fatherhood as a complex organized social and psychological phenomenon, which includes a set of value orientations, attitudes and expectations, parental feelings, positions of responsibility and style of family upbringing, and is analyzed in relation to the individual and personal characteristics of a man or woman, to family system in a whole (as a single marital plan of value orientations, parental positions, feelings, etc.), in relation to parental families and the system of society. According to the scientist: "Fatherhood is the realization of spiritual unity with the marital partner in relation to their children, which is an integral psychological formation of personality" (Eidemiller, 2007). Thus, as it is evidenced by the analysis, fatherhood according to E. Eidemiller is an integral psychological formation of personality and is defined as the awareness of spiritual unity with partners regarding the full development of their own child.

Already G. Filippova emphasizes that fatherhood is part of the personal sphere of women and men, namely, systemic formation, which includes needs, values, motives and ways of their realization, and also system of child-parent interaction (Filippova, 2005). The basis of parenthood is the conscious attitude of the spouses to their role as father/mother, which is formed under the influence of the model of the relationship of their own parents and affects the quality of life of the whole family. The effective realization of parenthood

begins with the manifestation of feeling of love for the child, which provides the basis for the formation of a full-fledged personality, the disclosure of its potential, the laying of humanistic foundations and moral virtues. In view of this, G. Chapman and R. Campbell note that the basis of conscious fatherhood is love, which must be unconditional, because true love does not determine the conditions. Parents should show their love for the child for the fact that she is, has filled their lives with joy of her presence, and in no case make the manifestation of this feeling in dependent on the child's behavior (Chapman and Campbell, 2016). Therefore, future parents should start preparing for parenthood with an analysis of their own personality, because the harmony of the inner world of parents is the key to effective implementation of the parental position and instilling spiritual, moral, universal values of life for children.

Thus, taking into account the views of scientists, conscious parenthood is understood as the ability of a person to consciously make a choice for the birth, care, education, upbringing and development of a healthy child that is based on personal mastery of cognitive, value and behavioral components of this phenomenon.

In the context of our study, we will focus on the analysis of the value component that combines awareness of parenthood as an existential value, the absolute value of each future specialist of social work, his socially significant value orientations for future parenthood (harmonious relationship with the child and the marriage partner, focus on the compliance with parental functions that are based on such moral values as trust, devotion, kindness, love, etc.) and education of the specified qualities in clients in the process of professional activity.

Namely, the priority of the axiological approach in the training of future specialists that scientists emphasize (V. Antoniuk, N. Alendar, O. Bartkiv, O. Honcharuk, O. Durmanenko), emphasizing the values of professional activity of the specialist (Antoniuk et al, 2021: 11, 4).

The basic views of our study are O. Bartkiv and Ye. Durmanenko, who define the value orientations of future specialists as a stable system of personal and professionally perceived personal values, which are, firstly, guidelines for professional activity, secondly, the motivator of professional self-improvement (professional self-education and self-

development) and, thirdly, the regulator of professional-value position and professional-value formation (Bartkiv and Durmanenko, 2017: 2).

Analysis of the views of scientists shows that the problem under research is not new and has been partially studied. However, scientists do not pay attention to the axiological approach to the training of future social work specialists in the context of forming conscious parenthood in clients.

## 2. Methodology

At the stage of problem statement, its theoretical analysis and comprehension methods of analysis of scientific literature, systematization and generalization of scientific ideas and positions, specification of practical tasks for research and experimental work, as well as methods of pedagogical diagnosis to study the state of formation of the value component of conscious parenting in future specialists of social work.

The analysis of scientific achievements shows that the researched problem is partly studied. However, the realities of everyday life confirm the lack of studying the issues of forming conscious parenthood as a personal and professional value. In fact, this prompted the authors of the article to develop an experimental method of forming the value of conscious parenthood and its transformation into a professional and value orientation of future social workers.

According to our assumption, the formation of the value of conscious parenthood in future social work specialists will be more effective and adequate to the requirements of the State Standard in the specialty 231 Social Work (Standard of Higher Education in the specialty 231 Social Work, 2019) and needs of today, if the educational process of higher education institutions will be integrated innovative forms and methods of teaching and education, which will not only motivate students to learn and enhance their cognitive activity, but also the formation of their professional competence as the ability to successfully perform their professional functions in general and in particular in terms of forming conscious parenthood in their clients.

The content of the experimental methodology is consistent with the State standard of higher education, with the content of the educational and professional program, which is a normative document, which regulates the regulatory, competence, qualification,

organizational, educational and methodological requirements for the preparation of masters in the field of knowledge 23 Social work specialty 231.

The main tasks of the experimental methodology were the formation of thorough and conscious systemic knowledge about parenthood as a phenomenal personal phenomenon; stable positive emotional attitude to parenthood; conscious parenthood as a personal value; conscious transformation of professional value into a holistic system of professional value orientations in students-future specialists of social work.

The basis of realization of the experimental methodology is based on principles that are interconnected and consistent with the basic principles of interaction with the child during the first years of her life (International Child Development Program, 2012).

Authors of experimental methods, analyzing the results of scientific achievements of modern scientists (O. Bartkiv, O. Vasylychenko, E. Durmanenko, E. Eidemiller, R. Campbell, O. Smalko, K. Fopel, G. Chapman, E. Schaefer and others), as well as opportunities for innovative interactive forms and methods of organizing the educational process, identified those that should be used in higher education in working with students to ensure the effectiveness of the process of forming the value of conscious parenthood and its transformation into a professional value orientation in future specialists of social work.

The student club "Conscious parenthood", which operates in a higher education institution in accordance with the statute and work plan (1) a public organization that unites people of a certain circle, professions for joint recreation, entertainment, sports, etc .; 2) cultural and educational organization at the enterprise, institution) was chosen as the form of organization of educational work on the formation of personal value of conscious parenthood. About a hundred students from different faculties are involved in the activity of club. However, the experimental method involves 67 respondents of different courses and forms of education – future specialists of social work, as the main emphasis of the authors is on the transformation of the personal value of conscious parenthood in the professional and value orientation of the individual.

The algorithm of formation of professional and value orientation in future specialists of social work is unified: the purpose of activity is clearly and concretely outlined, four consecutive-logical and interconnected stages of the organization of activity are allocated: motivational (why is it?), theoretical (what is it?), practical (is application in practice, in

action?) and effective (what is the result of activity?). Let's note that visiting the club is voluntary and club activity have self-organizing nature. Various interactive methods of work were used at all stages. Thus, in theory, problematic lectures with the involvement of relevant specialists (physicians, lawyers, psychologists, etc.) proved to be effective.

The most productive was the practical stage, which involved the formation of applied skills, in particular, communication skills, skills of interaction with the client, with the establishment of trust with him and so on. Conversations, trainings, master classes were important at this stage. A special role is given to workshops, as intensive measures in which their participants learn, primarily through their own active work.

Experimental work has confirmed the effectiveness of the workshop in the formation of conscious parenthood as a professional and value orientation of future specialists of social work, as its holding provided activity and sociality of participants, and dynamics of training. Dynamic learning, according to K. Fopel, involves relaxation of attention as the creation of positive emotions, trust in cooperation; immersion in complex experience, ie awareness of the task, which should be solved in interaction with others and choose own style of interaction; active assessment of one's own experience, reflection and self-assessment of one's own activity (Fopel, 2000).

For example, we give an approximate fragment of the workshop on "We are in the family", which aims to form positive practices of gender interaction (Vasylchenko, 2012). In particular, the following exercises are offered to relax attention and create a positive microclimate: "Impressions" in which members share their perceptions of each other according to gender and feelings they feel and "Break into the circle", which is mobile, because women, holding hands, stand in a circle, and men try to get into it (places can be changed). Under such circumstances, a sense of belonging to the group is formed, its cohesion increases.

Exercises "Three levels of trust" and "Trust walk" are offered for club members in order to immerse themselves in the complex experience. The first one allows you to feel the trust of boys and girls to each other; they are divided into two subgroups, from different genders. One-half of the participants stand in a circle, close their eyes and take each other's hands. Participants from the second subgroup are located behind them. The game offers three levels of trust: the first – those who are inside, fall outside, others keep them at a

certain distance. The second stage is similar, but no longer holding hands. The third level of trust – the participants in the inner circle with their eyes closed turn 180 degrees and fall face out. Participants in the outer circle can change places.

In order to make the club members aware of their feelings and deepen trust between them, the exercise "Trust Walk" is conducted, according to the rules of which its members are divided into pairs "man – woman", choosing the least familiar people as partners. One is chosen as a guide and the other is blindfolded. For some time (up to 5 minutes) the guide silently directs the partner so that he avoids obstacles and can touch an interesting object to the touch. At the end of the time the partners change places, there is an exchange of impressions.

Active evaluation of one's own experience is formed during the exercise "Living hands", which evokes in participants different feelings: from hostility (rivalry) to feelings of intimacy and sympathy. Blindfolded young people sit on the chairs one against one. Instructions from the group leader (speaks gently, but convincingly): "Direct your energy into your hands and "reach out" to your partner in front of you to get to know him through his hands. Remember, you should do this in silence. Then let your hands: "get acquainted"; "sympathize"; "dance"; "argue"; "put up with"; "say goodbye" etc." (Vasylchenko, 2012). Participants discuss the feelings that arose at different stages of the game.

The lesson ends with the exercise "Compliment", the purpose of which is to form in students the ability to see the positive qualities of another person of the opposite gender. They sit in a large circle. Everyone carefully examines the partner of the opposite gender, who is sitting on the left, identifying his most positive characteristics; voices them, that is, makes a compliment. Then in a circle, participants compliment the partner, who is sitting on the left. During the discussion, others listen carefully to the speaker. Everyone wants to evaluate his partner objectively, mentally comparing him to himself.

The suggested workshop allowed the participants to summarize the knowledge that have been gained at the lectures about responsibility, interaction, organization of partner interaction, styles of competition, cooperation in joint activities, trust between people; as well as to form their own attitudes to these concepts and acquire practical skills to be guided by them in life and in the course of planning, creating a future family and the birth and upbringing of children.

The given fragment convincingly proves that the workshop is an effective polylogical form of the organization of interaction and, especially, in the process of the investigated problem.

At the effective stage of formation of conscious parenthood as a professional and value orientation of future specialists of social work, a number of psychodiagnostic methods, observations, conversations were used, creative works were analyzed – the mini-works, etc. for the determination of the real state of its formation.

The results of experimental and research work on the formation of the value of conscious parenthood in future specialists of social worker.

Future specialists of social work, 67 people, were involved in participation in experimental methodology. The average age of the subjects was 20,4 years, the youngest respondent was 18, the oldest one was 34 years old. The research involved 48 women (including 39 – married) and 19 men (including 12 – married). Among all subjects: 44 people, who have children: 12 of them have 2 or more children; 32 of them have 1 child; 12 people are waiting for the birth of a child; 11 people have the birth of a child only in the plans.

A pedagogical experiment (ascertaining, forming and control stages) was conducted, qualitative and quantitative analysis of the results of which allowed determining the features of researched process and outline the main directions of its optimization, for the studying of the effectiveness of the proposed experimental method of forming conscious parenthood as a professional and value orientation of future specialists of social work.

The algorithm of the experiment was the same at all its stages: determination of criteria, indicators of the formation of the value of conscious parenthood as a component of professional and value orientations of future specialists of social work and methods of their diagnosis; research of levels of formation by manifestation (frequency, intensity, activity) of certain indicators (elementary, average and sufficient levels); analysis of the obtained results and their interpretation.

Based on the structure of the phenomenal phenomenon of the conscious parenthood, the criteria for studying the state of the formation of its value component are: emotional and need attitude to the child; parental attitudes, roles and their consistency with family values and personal values.

Methods for diagnosing indicators of certain criteria are presented in the table 1.

Table 1: Methods of diagnosing the state of formation of the value of conscious parenthood in future specialists of social work

<i>Criteria</i>	<i>Indicators</i>	<i>Methods of diagnosing</i>
Emotional and need	Attitude to motherhood; attitude to the future child; the need for children; emotional contact and attention to the child.	Questionnaire to study maternal attitudes (QMA); methodic of the PARI (parental attitude research instrument the PARI); «Work»; «Unfinished story»; the questionnaire «Attitude towards the future child»); methodic «Your need for children».
Role	Distribution of roles in the family; parents' attitude to various aspects of family life (to fulfilling the family role); consistency of role distribution with family values.	Methodic PARI (Study of parental attitudes (parental attitude research instrument PARI); methodic of determining the consistency of family values and role attitudes (expectations) in a married couple (ROP); associative experiment.
Value	Formation of values; hierarchy of values in the value sphere of personality.	Methodic "Value orientations"; diagnosis of the real structure of value orientations of the individual.

### 3. Results and Discussion

We present the results of the control stage of the pedagogical experiment in the article.

The method of MAQ (maternal attitude questionnaire) was used to identify the level of formation of attitudes towards motherhood as a holistic system of conscious positions of women (Volkova, 1990), which provides women with a choice of ten features that reflect current aspects of motherhood, which are respectively divided into three levels and characterize the modality, intensity and stability of the attitude. The respondents (48 people) were distributed as follows according to the number of points: 9-18 points (the elementary level) – 4 persons (8,3%); 19-35 points (the average level) – 32 persons (66,7%) and 36-45 points (the sufficient level) – 12 persons (25,0%).

Methodic PARI (parental attitude research instrument) made it possible to assess the specifics of family relationships, in particular in relation to the child (Karelin, 2007). We analyzed the responses of respondents to 15 signs that are divided into three groups

(expressing optimal emotional contact, excessive emotional distance with the child, excessive focusing on the child), which characterize the relationship between parents and children. The results of this methodology showed that the slightly higher average levels in the scales "Optimal emotional contact" and "Excessive focus on the child" are obvious (the average value is 60, while the maximum value is 79; the minimum value is 42 that indicates a high level of expression of this indicator. According to the second scale, the average value is 103 with a minimum of 55 and a maximum of 138 (the maximum value of this indicator according to the methodic is 180). Therefore, the obtained results indicate a lower level of manifestation of this indicator compared to the first. Analysis of the results of the research on the scale "Excessive emotional distance" is 31, and it shows the average value of this indicator.

Thus, in relation to parenthood, respondents have more pronounced indicators of conscious parenthood, such as optimal emotional contact and excessive concentration on the child.

Investigating the level of forming the value of conscious parenthood of future specialists of social work on the basis of emotional needs, respondents were asked to write works on the following topics: "I am like a father (mother)", "Portrait of my child", "My family" (Vasylchenko, 2012). The experts differentiated the written works on three levels according to the relevant features (the general emotional background of the text, the presence of positive / negative assessments of the child, the allocation of time plans in communication and interaction with the child): an elementary level is 8 (11,9%) respondents; an average level is 42 (62,7%); a sufficient level is 17 (25,4%).

With the help of projective modeling of the situation (the method of "Unfinished story") important components of the interaction between parents and children have been studied. Thus, concluding the story, the parents projected their attitude to the child (or to the future child). The stories featured typical problem situations in the family, where its members were forced to make choices. Similarly, as in the previous case, the experts diagnosed three levels of formation of value of conscious parenthood according to this criterion: an elementary level is 7 (10,4%) respondents; an average level is 45 (67,2%); a sufficient level is 15 (22,4%).

The ideas of a man and a woman about the desired distribution of roles between them in the process of implementation of family functions using the methodic of determining the consistency of family values and role attitudes (expectations) in a married couple (ROP) have been diagnosed according to the role criterion for the research of the level of formation of the value of conscious parenthood in future social workers (Karelin, 2007). Respondents were offered 36 questions-statements, which reflect the man's / woman's attitude of importance of external social activity (including professional, public) for the stability of marital and family relations; the attitude of the man / woman to the importance of the emotional and psychotherapeutic function of marriage; to the research of the role in raising children, etc. One of the seven scales is one that measures a man's / woman's attitude toward responsibilities of parents. The generalization of the respondents' answers to the questions-statements made it possible to determine the levels of forming the value of conscious parenthood according to the role criterion: 9 (13,4%) people have an elementary level; 51 (76,1%) people have an average level; 7 (10,5%) people have a sufficient level.

It was also appropriate to use the above-mentioned methodic PARI (parental attitude research instrument PARI) at this stage of the experimental work, which made it possible to assess the specifics of family relations, the peculiarities of the organization of family life in the context of the role distribution (Karelin, 2007). 8 of the 23 aspects-characteristics describe the attitude of a man / woman to the family role, including the upbringing of children. The analysis of the obtained results showed the average level of formation of the value of conscious parenthood according to this indicator – 53 (with a minimum of 32 and a maximum of 100).

The use of an associative experiment allowed to reveal the respondents' ideas about their role (sexual, gender, parental, professional, etc.) (Vasylchenko, 2012). In particular, club members were asked to write their associations with the following word: "woman", "mother", "husband" and "father". The analysis of the experts' results confirmed the average level of formation of the value of conscious parenthood in the researched group.

The final step was the determination of the level of formation of the value of conscious parenting in future specialists of social work according to the actual value criterion. The authors applied the diagnosis of the real structure of value orientations of the

individual for studying the implementation of value orientations of the individual in the real conditions of the livelihood (Halian, 2009). Club members were offered types of values: pleasant pastime, rest; high financial status; search and enjoyment of the beautiful; help and mercy to other people; love, family, birth and upbringing of children; cognition of the new in the world, nature, and human; high social status and people management; recognition and respect from people and influence on surrounding; social activity for the achievement of positive changes in society; communication; health. The severity of each of them was assessed on a 6-point scale. The set of values of love, family, birth and upbringing of children was chosen by 44 people (65,7%).

The express-diagnostics of social values of a person was hold for the research of social values of future specialists of social work, which made it possible to identify personal, professional, social, and psychological orientations. The analysis of the obtained results has shown that the majority of respondents (68,5%) are focused on professional and financial values, 72,4% of respondents were oriented on family values. Using the method of "Value orientation" of M. Rokych, it has been found that such values as creativity, activity, education, innovation in professional cases, are not significant for most respondents (Halian, 2009). At the same time, the value of family well-being is a priority for 78,8% of respondents.

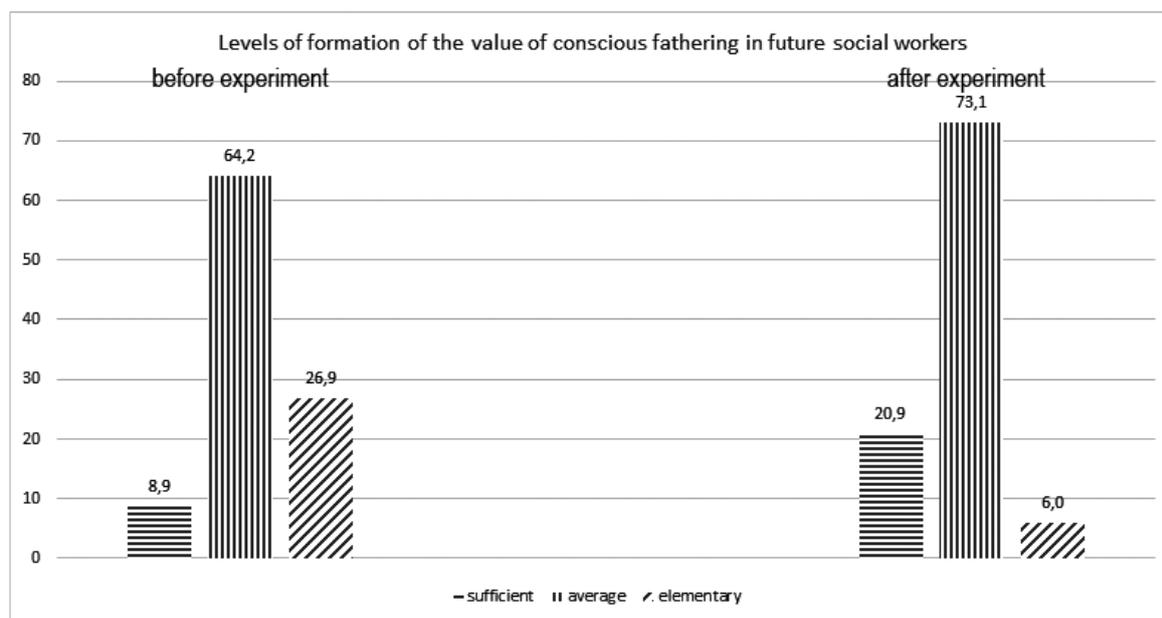
Summarizing the obtained experimental data, we have determined the level of formation of the value of conscious parenthood of future specialists of social work after the realization of the experimental methodic and have investigated the dynamics of its changes (table 2 and figure 2).

The analysis of the table and diagram data showed a positive dynamics of sufficient and average levels of the formation of the value of conscious parenthood and a negative (decrease of value) dynamics of the elementary level. In addition, as a conclusion, the suggested experimental methodic became effective in optimizing the process of formation of the value of conscious fatherhood in future specialists of social work and its transformation into a professional and value orientation.

Table 2: Dynamics of the levels of formation of the value of conscious parenthood of future specialists of social work

Levels	Respondents					
	at the beginning of the experiment		at the end of the experiment		dynamics	
	Number	%	Number	%	Number	%
Elementary	6	8,9	14	20,9	+8	+12,0
Average	43	64,2	49	73,1	+6	+8,9
Sufficient	18	26,9	4	6,0	-14	-20,9

Fig. 2. Dynamics of the levels of formation of the value of conscious parenthood of future specialists of social work after the realization of the methodic.



Considering the problem of training social work specialists to forming conscious parenthood as a value, it is important to consider the concepts of "consciousness", "conscious parenting" and "forming conscious parenting". Consciousness is a special characteristic of mental and intellectual actions of the individual, involves the ability of human consciousness to introspection of his own activity. A person can control only the process, which he is conscious; it is reflection that enables him to have an instrumental

attitude to the contents and processes of his individual psyche, and, as a consequence, to work out his own subjective position, which, in turn, ensures the development and constitution of the subject itself (Pavlova, 2012).

Today, in psychological and pedagogical science, along with the concept of conscious parenthood, responsible parenthood is widely used. Analysis of the views of scientists shows that if conscious parenthood is an integral quality of personality, which consists in conscious planning, creating future family life, birth of children, then responsible parenthood is the ability of an individual to take responsibility for the birth and upbringing of children (Smalko, 2016). Thus, conscious parenthood includes the responsibility of parents for the birth and upbringing of children. Conscious parenthood is impossible without parental responsibility, which is basically dual in nature – it is a responsibility to society and to oneself for the future upbringing of their own children.

The training of future specialists of social work for the formation of conscious parenthood in young people involves the formation of a system of competencies for the conscious creation of a future family, planning the birth and upbringing of future children. According to P. Anokhin, the formation of the subject's readiness presupposes a clear awareness of the goal set by him, to the achievement of which he later directs his activity on the basis of the previous creation of an appropriate personal plan of actions. Clarifying his point of view, the scientist has stated that the readiness indicates that a person has not yet begun the necessary action, and his brain is already programmed in physiological and psychological form (Anokhin, 1968). In our opinion, the future specialist of social work will effectively form conscious parenthood in clients, under terms of they are aware of themselves as future parents, the availability of knowledge about ideal parents, parental functions; recognition of fatherhood as a personal and professional value.

On the one hand, the specialist of social work understands parenthood as a process of interaction between parents and children and with each other on the basis of identifying a conscious attitude to the compliance with their parental responsibilities, introspection of their own motives, activities and behavior, perception of each family member as an unconditional value. On the other hand, conscious parenthood can be perceived as a holistic system that includes appropriate knowledge, skills, value organizations, parental attitudes, feelings, attitudes, positions, qualities, styles of family upbringing.

Therefore, forming conscious parenthood is seen as a purposeful, controlled and multifaceted process of influencing the consciousness, feelings, will of the future specialist of social work in order to transform subjectively personal values of fatherhood into a supra-individual whole, the educating of a set of stable properties and qualities that are necessary for future father / mother. However, the training of future specialists of social work to the formation of conscious parenthood as a unity of classroom and extracurricular work of higher education institution, which is aimed at forming a system of competencies of interaction with the client in order to develop a holistic structure of parenthood, understanding the connections between its structural components, the transition from the individual to the supra-individual level of this phenomenon. Then, readiness, as a result of professional training of future specialists of social work to conscious parenthood, is a stable personal formation, which is characterized both by its own conscious orientation on the birth of a child, a conscious choice to be a father (mother), a responsible attitude to the compliance with parental functions, the acquisition of the necessary knowledge and skills for care and education of a child, and by professional – on the educating of this value in clients.

Whereas value orientations define various aspects of professional activity on the basis of personal orientation and value significance; stimulate to the realization of both professional opportunities and to the realization of personal needs on self-development and self-realization, then it is important to create conditions for the transformation of the value system into a professional and value system of orientations in the training of future specialists of social work, which are a reference point of social and professional activity of the future specialist, a determinant of his life position (Fig. 1).

In the context of studying the problem it is a question of development of the maintenance, forms and methods of formation of value of conscious parenthood in future specialists of social work and its transformation into professional and value orientation which will provide formation of value of conscious parenthood in clients that is one of priority directions of social work.

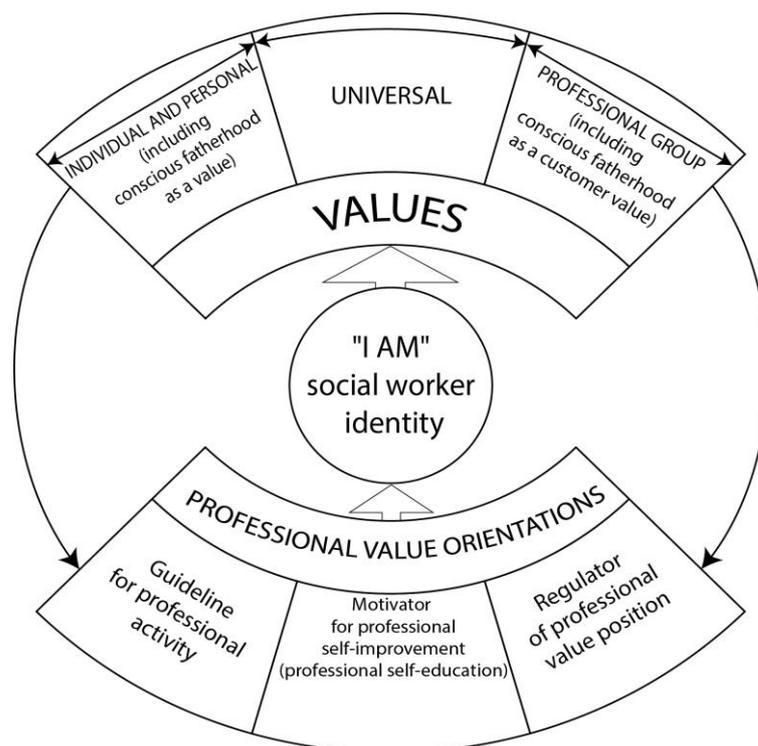


Fig. 1. Transformation of personal value of conscious parenthood into professional and value orientation of personality of specialist of social work

## Conclusions

The suggested and tested author's methodic of forming the value of conscious parenthood of future specialists of social work contributed to the transformation of the existential value of conscious parenthood into professional and value orientation, thus actualizing the priority of the researched direction of their professional training. The methodic was based on the modification of the content of professional training through the activities of the club "Conscious parenthood", the use of innovative interactive methods of work, initiative, activity, creativity of club members. The effectiveness of the workshop as an innovative form of educational work with young people was proved.

It was established that the effectiveness of methodic of forming the value of conscious parenthood of future specialists of social work and its transformation into professional and value orientation for the successful formation of such value in clients depends on: the logic of building the educational process in a higher education institution and filling it with innovative content about conscious parenthood; the integration of innovative, interactive, information technologies into the organization of training and education; taking into account age, professional, personal characteristics of becoming a

specialist; unity of classroom and extracurricular forms of organization of the educational process.

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