

UDC 159.37.013.42. – 055.26

DOI <https://doi.org/10.32782/3041-1351/2023-2-2>

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THE ROLE OF THE FAMILY ON THE FORMATION OF STUDENTS' PERCEPTIONS WITH DISABILITY ABOUT FUTURE MARRIAGE LIFE

Introduction. The article analyzes the role of the family in society as the basis of psychosocial, cultural and educational, economic, moral and spiritual renewal of the state. The article affirms the opinion and idea that the family is an important social institution that stands at the origins and formation of all individuals without exception. Ways of harmonizing the family and an effective approach to its formation, the formation of ideas about the future family among young people with disabilities are highlighted. The main studies devoted to the peculiarities of the functioning of families, their structure, as well as different approaches to understanding the family and marriage are disclosed.

Purpose. To analyze and determine the role of the family in the development of young people with disabilities as an important psychological component of the life of society, as well as to prove that one of the important psychological functions of the family is the preparation and upbringing of the next generations, since the role of parenthood has a socio-cultural nature and includes a system of norms and values determined by culture and society, which determine the distribution between parents of the duties or functions of caring for children and, necessarily, their upbringing in the family; regulate the content and characteristics of roles, models and patterns of role behavior.

The main characteristics and signs of the family as a small social group are highlighted, i.e. the necessity of integral psychological factors (family interests, public opinion, psychological climate, etc.), which arise and strengthen with the birth and development of the family; the existence of defining parameters of the family, that is, the group as a whole. An analysis of the importance of the family and, especially, family upbringing in the formation of the personality of a child, especially with a disability, was carried out. It is noted that the family at the current stage of the development of society is in dire need of multifaceted help: material, psychological, cultural, etc.

Results. The article identifies and suggests important ways to improve educational influences and strengthen the modern family. Preparation of young people for married life should be carried out at all stages of their age development and be inseparable from the general problems of upbringing.

Key words: family; idea of family; the influence of the parental family; married life.

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РОЛЬ СІМ'Ї У ФОРМУВАННІ УЯВЛЕНЬ СТУДЕНТІВ З ІНВАЛІДНІСТЮ ПРО МАЙБУТНЄ ПОДРУЖНЄ ЖИТТЯ

Вступ. У статті здійснено аналіз ролі сім'ї у соціумі, як основи психосоціального, культурно-освітнього, економічного, морально-духовного оновлення держави. У статті утверджується думка та ідея про те, що сім'я – це важливий соціальний інститут, який стоїть біля витоків та формування усіх без виключень особистостей. Висвітлено шляхи гармонізації сім'ї та дієвого підходу до її утворення, формування у молоді з інвалідністю уявлень про майбутню сім'ю. Розкрито основні дослідження, присвячені особливостям функціонування сімей, їхній структурі, а також різні підходи до розуміння сім'ї та шлюбу.

Мета. Здійснити аналіз та визначити роль сім'ї у розвитку молоді з інвалідністю як важливої психологічної складової життєдіяльності суспільства, а також довести, що одна з важливих психологічних функцій сім'ї – це підготовка та виховання наступних поколінь, так як роль батьківства має соціокультурну природу і охоплює систему визначених культурою та суспільством норм та цінностей, що визначають розподіл між батьками обов'язків чи функцій опіки за дітьми і, обов'язково, їх виховання в сім'ї; регулюють зміст та характеристики ролей, моделей і шаблонів рольової поведінки.

Виділено основні характеристики та ознаки сім'ї як малої соціальної групи, тобто обов'язковість інтегральних психологічних чинників (інтереси сім'ї, суспільна думка, психологічний клімат тощо.), які виникають та зміцнюються з зародженням та розвитком сім'ї; існування визначальних параметрів сім'ї, тобто групи як єдиного цілого. Здійснено аналіз значення сім'ї і, особливо, сімейного виховання у формуванні особистості дитини, тим паче з інвалідністю. Зазначено, що сім'я на сучасному етапі розвитку суспільства – гостро потребує різносторонньої допомоги: матеріальної, психологічної, культурологічної тощо.

Результати. У статті визначено та запропоновано важливі шляхи покращення виховних впливів та зміцнення сучасної сім'ї. Підготовка молоді до подружнього життя має здійснюватися на всіх етапах його вікового розвитку і бути невіддільною від загальних проблем виховання.

Ключові слова: сім'я; уявлення про сім'ю; вплив батьківської сім'ї; подружнє життя.

Analysis of recent research and publications. An important place in the state policy of Ukraine is occupied by the family, as a powerful source of psychological, social, economic, moral, spiritual strengthening and growth of society and the individual, which in crisis conditions is able to withstand psychological, economic, social overloads, while providing ethical, psychological and spiritual support of a normal person or a person with a disability [10, c. 5]. As scientists (Alekseenko T., Postovy V.) prove: "the family is always at the center of complex socio-economic processes of micro- and macro-society.

In the process of historical development, under the influence of the prevailing mode of production, lifestyle and social relations, the relations between family and society, family and individual have systematically changed and are changing.

The progress of society is interconnected with the elimination and reduction of discrimination against women at work, in various spheres, in marriage legislation, with significant changes in family functions, ensuring conditions for improving family relations, strengthening and expanding education. All socio-economic, cultural processes, positive and negative, occurring in society, affect the life of the family, which is the center of society.

The family and its moral position are directly influenced by factors of the surrounding social environment: socioeconomic processes of production and labor teams, everyday life [7, c. 36-37].

We agree with the opinion that the family is, according to the definition of many scientists, a small social group that is either a powerful factor in the development and emotional and psychological support of an individual or a source of a person's mental trauma and various personality disorders associated with it. As a stable and important social institution, it creates a basis for personality formation. The point is not only that family education is the foundation compared to other social forms of education.

It is about the fact that family and educational relationships are formed and function on the basis of feelings, intimacy of people, their family ties, desires, common life, etc. [1; 8]. The importance of the family is determined by the orientation of each of its members.

When a person relies on the norms, values and opinions of group (family) members, the group acts as

a referent (significant), with which a person compares himself as a standard. In this case, the family acts as a source of social attitudes and value orientations of the individual. Focusing on a significant group, a person learns and evaluates himself, his own actions, lifestyle and ideals.

It can be argued that the family as a reference group has two important functions - normative and comparative [2, c. 57].

The most important function of the family is the upbringing of the younger generation, which is a social function. Parental roles have a socio-cultural nature and are characterized by a system of norms and rules specified by society, which regulate the distribution between parents of the responsibilities of caring for children and raising them in the family; determine the content of roles, models of role behavior.

"Parents are responsible to society for organizing a system of conditions that correspond to the child's age characteristics at each stage of ontogenesis and provide optimal opportunities for his personal and mental development," Kon believed. In the history of parenthood, the tendency to increase the importance of the institution of the family is becoming more and more obvious. Previously, the responsibility for raising a child rested with society, while individual parenthood affected only a certain period, until the child began to work or until the child began to perform its social functions [4, c. 201].

According to M.I. Lisina, the important tasks of the family at the current stage of society's development are the formation of the child's basic needs - the need for emotional acceptance, social contact, basic trust in the world (E. Erikson) and attachment (J. Bowlby, M. Ainsworth) in childhood [1-3].

Purpose and main tasks: studying ways to strengthen the family and finding an approach to its successful formation, forming ideas about a possible harmonious future family among young people with disabilities. The productivity and emotional and positive nature of interpersonal relationships, their priority, reliability and stability, joint activity and cooperation with adults of a child with a disability, as an example of competence, basic support and initiation to independent activity make the family a unique structure that provides unique conditions for personal and intellectual development of the child [2; 7].

In this case, we can say that the family educates the tastes, needs, and inclinations of the younger generation. First of all, it depends on her how much a young person will be able to remain herself, resist incomprehensible and destructive fashion, etc.

The essence of emotional relations between family members was revealed by the well-known teacher Vasyl Sukhomlynsky [9], who emphasized that normal moral development, harmony of love, happiness (and the moral health of a person depends on harmony) are possible only if the child is convinced that her parents need her very, very much.

Presentation of the main research material. It is important to single out several main features of a family (a small social group), namely: the presence of integral psychological characteristics that are formed with the emergence and development of a family (public opinion, psychological climate, family interests, etc.); the existence of the main characteristics of the family (group) as a whole. A family characteristic is an indicator that characterizes a certain property or feature.

Despite the fact that the family has significant educational opportunities, in practice they are not fully realized. There are various reasons for this, both social and psychological. The thesis that a person receives the first experience of social interaction in the family, as the most important institution of socialization of the individual, becomes important. Throughout a person's life, the family (parental, and then own) continues to be the determining place for obtaining such experience [8, c. 68-69].

According to Antonov M., Sheveldina O., Holod S., the family can be considered as a model and as a form of basic life training of an individual. A child gains social experience through direct interaction (relationships) with parents, siblings, and older family members, and at the same time, the socialization process is ensured through the child's observations of the features of social interaction (relationships) between other family members [3; 6; 7]. Relationships between people in any sphere of their lives, and especially in the family, are the most essential component for ensuring the so-called "quality of life". Everyone wants to avoid suffering, to feel happy.

According to S. Lukashkov, the family is an important institution and a special social system that is a component of society and includes other subsystems (family members), it is a small social group, a primary collective. This allows us to assert such characteristics of the family as: blood, marriage, love, intergenerational, adopted ties between family members, feelings of safety, protection, family feelings, respect; common life and cohabitation of family members; availability of functions in society (types of family activities); the rights of the family in society and the rights of family members in the family, duties towards each other and responsibility before the state [3].

The most important function of the family, according to Mudryk A., is ensuring the personal happiness of people, reproduction and upbringing of the young generation thanks to effective mutual assistance and mutual moral responsibility - it implies the realization of goals that go beyond family relationships and are

socially determined and socially significant [6, p. 89]. In order to get a complete picture of the family, it is necessary to take into account the relationships that are formed in it, such as: husband - wife, parents - children, children - parents, children - children.

These structural characteristics of the family, having relative independence, represent its socio-psychological unity. A full-fledged family is one that has all types of relationships. Strong relationships are the foundation for a person with a disability. The role and influence of the family on the formation of cognitive processes, character, self-esteem of the child, and its formation is decisive.

One of the reasons for failures or, on the contrary, achievements in the upbringing of the younger generation is rightly considered to be the family atmosphere. This is due to the fact that:

1. the family influences the formation of the child's psyche and personality, therefore it takes responsibility for the behavior and characteristics of its child: the child's physical and emotional development. In particular, in early childhood, the role of the family cannot be compensated by other institutions of socialization. In adulthood, the importance of family influence decreases, and in old age it increases again;

2. the family determines the formation of the psychological gender of the child. This influence is significant in the first three years of an individual's life. It is in the family that the process of gender identification takes place - the assimilation and comparison of attributes of a certain gender (clothing, behavior patterns) with certain personal characteristics;

3. the family plays an important role in the cognitive development of the child, influences the child's motivation to study, general cultural development, and the formation of the value of continuing education and self-education;

4. the family creates the basic prerequisites for personal mastery of social norms and values. The family is decisive in a person's mastery of the norms of family roles;

5. it is in the family that the determining value orientations of a person in the spheres of social and interethnic relations, which shape the lifestyle, the level of harassment, life prospects and methods of their implementation, will be established;

6. it is the family that performs the function of socio-psychological support of the individual, which affects his self-esteem, level of self-perception, character, temperament properties and effectiveness of self-realization.

According to A.V. Mudryka: "the family, being an important factor in the socialization of a child, creates a personal environment for human life and development, the quality of which is measured by four main parameters" [6, p. 91-93]:

1. socio-cultural, which is determined by the educational level of each family member and their active participation in society;

2. socio-economic, which is determined by property gains, characteristics and employment of each family member;

3. technical and hygienic, which is determined by living conditions, housing arrangement;

4. demographic, which is determined by the structure of the family (large or nuclear, full or incomplete, childless, small or large). Therefore, the role of the family and family upbringing is leading in the formation of the personality of a child, especially one with a disability.

At the same time, the modern family itself needs material, psychological and cultural assistance.

We offer the following ways to increase the educational potential and strengthen the modern family:

1. early preparation of young people for family life, for fulfilling the roles of husband and wife, father and mother;

2. formation of a valuable attitude to life, to each specific personality;

3. increasing the priority of a healthy lifestyle and general cultural level;

4. filling life with charitable deeds;

5. accumulation of experience of humane relations and behavior in certain situations;

6. provision of sufficient material conditions for family functioning.

The high level of divorces and the trend of consensual cohabitation make it urgent to search for ways to stabilize the family and an appropriate approach to its formation, forming young people's ideas about the future family.

This topic is especially important for young people with disabilities, because there are psychological prerequisites for creating a family (need for love, sexual orientation, independence from parents in choosing a spouse and deciding to get married), and, accordingly, questions and problems that require solutions and scientifically based answers, which young men and women must learn to find on their own in the future.

Family and school prepare a growing person for professional work, social activities and family life.

Each of these tasks (including the third one!) is of great importance for society. Public opinion came to realize this relatively recently. The preparation of young people for family life was given secondary importance until recent years [3, p. 46].

V. A. Sukhomlynskyi was a tireless champion of preparing the younger generation for family life. He believed:

a) "a person must be prepared for maternal and paternal duties almost from the cradle" [9, p. 23];

b) "raising a good mother and a good father is, strictly speaking, the solution to a good half of all the school's problems [9, p. 25].

In our opinion, his next thought is quite important: "The most difficult page of human wisdom is to understand with the mind and heart what it means to love so that the one you love is happy, so that the one born of love is happy. Not only personal happiness depends on how young generations will master this great wisdom. The beauty, moral purity, happiness of the whole society depends on this" [9, p. 36].

Preparation of the young generation for family life should be carried out at all stages of their age development and be inseparable from the general problems of

upbringing. Personality is not formed individually. It is impossible to prepare a person separately for family life, for industrial activity, for the manifestation of an active life position in a team, etc. [8, p. 87].

However, each area of human life and each type of activity has its own specifics, which must be taken into account when preparing the younger generation for them.

Based on this, in psychology, preparation for family life is considered, on the one hand, as part of the general process of forming a comprehensively developed personality, on the other hand, as a special educational work to arm a young person with the knowledge and skills necessary for a happy family life. In the process of life itself, young people take over from older generations a lot of knowledge about relationships with people of the opposite sex, about marriage, about family, learn norms of behavior.

All this is very valuable, but at the current pace of life, the "natural" mechanism of transmitting such knowledge is no longer sufficient.

Therefore, an important place should also belong to the special preparation of the young generation for life; to create a family in the future; to fulfill marital and parental duties; to raising children [5, p. 25].

The methodological basis of the system of preparing young people for family life consists of provisions on the essence of the individual; about the determining role of social existence in the development of consciousness; about the social nature of the essence of education; about the role of social practice as the main transforming force in the formation and development of personality; about the activity of the individual himself in mastering knowledge, culture, and experience of socially valuable activities; about the historically natural development of marital and family relations.

The most important are the following provisions contained in legislative documents; the acceleration of socio-economic development cannot be achieved without great work on the spiritual development of people; it is necessary to ensure that a person is brought up not simply as a carrier of a certain amount of knowledge, but first of all - as a citizen of society, with his own attitudes, morals and interests, a high culture of work and behavior; educational work should cover all aspects of people's life, including their daily life, leisure time, and the sphere of family relations.

When determining the content and methods of raising a family member, the requirements of society for the formation and development of the individual, for the nature of marital and family relations, should also be taken into account. Among them, the most important are: orientation not only for today, but also for tomorrow's perspective, reliance on various types of activities (educational, labor, family, social, political, artistic, sports); society's demands on the family; the complexity of the process of its creation; change in lifestyle and family functions; new nature of economic relations in the family; complication of interpersonal relations between husband and wife, parents and children, relatives; educational potential of the family [5, p. 126].

Based on the methodological and theoretical foundations, taking into account the above requirements, it can be stated that the preparation of the young generation for family life should include the following directions:

1. General social, which reveals the state policy in the field of marriage and family relations and demography, as well as data on the way of life, on the social essence of marriage and family relations, on the importance of the family as the most important center of society, on ideological values, on the social roles of men and women and children.

2. Ethical, which includes education, first of all, of the following moral qualities: equal social relations with representatives of the opposite sex; friendship, respect for mother, father, elders and juniors; needs in raising children; responsibility, loyalty, honesty, restraint, kindness, compliance; awareness of the moral foundations of marital and family relations; love as the moral basis of marriage; cultures of intimate feelings; ideas about the ideal husband and wife, about father and mother.

3. Legal: familiarization with the basics of legislation on marriage and family; with the most important provisions of family law; with the responsibilities of a man and a woman in relation to each other, to children, parents, to society.

4. Psychological: the formation of concepts about the peculiarities of the psychology of interpersonal relations of youth; about the psychological foundations of marriage and family life, the ability to understand the psychology of other people; development of feelings necessary for married and family life; communication skills, etc.

5. Physiological and hygienic, which includes knowledge of the physiological characteristics of male and female organisms; issues of personal hygiene, etc.

6. Pedagogical, which includes the formation of ideas about the role of the family in raising children, its pedagogical potential, the specifics of family education, the educational functions of the father and mother, about ways to improve the pedagogical culture of parents, as well as arming youth with specific knowledge and skills for self-education and child education .

7. Aesthetic, which includes the formation of an attitude towards family life as an independent aesthetic value.

8. Economic: arming with knowledge about the family budget, household culture, management skills, etc. Thus, preparing young people for family life? including young people with disabilities, is a complex of comprehensive interactions with parents, teachers, peers, with other people, with the means of culture and mass information, as a result of which people become aware of the peculiarities of relationships, the development of relevant feelings, the formation of ideas, views, beliefs, qualities and habits.

The results. In the areas of study and influence on the individual regarding readiness for marriage and family life, four components can be distinguished:

1. Physiological maturity and sexual readiness. It has been proven that the beginning of the marriageable age

means the completion of a person's physical development: growth, body weight, chest circumference, and muscles in terms of their size in student youth approach the size of an adult. This testifies to the ability of young people to conceive a child without risking their life and health, and for a girl, also the ability to bear and give birth to a healthy child.

Family life involves human sexuality: a complex biopsychic phenomenon, that is, the product of the interaction of biological, psychological and social forces. Sexual readiness is based on orientation to mutual sexual-erotic experiences with a beloved, sometimes idealized, partner of the opposite sex, whom a young person trusts and whose trust he is able to respond to, with whom he is willing and able to share responsibility for joint work, procreation and recreation in order to to provide opportunities for favorable development of future children; very important are the values of anatomy and physiology, the culture of sexual communication.

2. Social readiness. Among the important factors of readiness to start a family in modern society, we will single out the following: graduation, mastering a profession or continuing higher education, finding a job, and starting independent work. Inextricably linked to this is socio-economic readiness for marriage, which ensures the ability of young people to financially support themselves and their family members.

Social readiness for married life is based on young people's awareness that they are responsible for each other, for their own family, for their children; understanding that future marriage partners are equal members of society who assume and fulfill social roles and responsibilities, understand the legal basis of marriage.

3. Psychological readiness. Young people can be considered ready for marriage when they have formed their own ideal of a modern family, if they are clearly aware of the motives for getting married, what they expect from the family, what family relationship models they want to build, what obligations are imposed on them married life, parenthood.

The future young couple should be ready to create favorable conditions for family life through well-informed joint efforts.

In the first group of reasons, love, common views and interests, mutual sympathy, respect and friendship, external attractiveness, the desire to have children, feelings of loneliness, the probability of having a child, etc. are most often found. the second group includes financial security, the availability of housing for the future husband (wife), the desire to move to the city, the will of the parents. The fact that moral regulators are brought to the fore can only please us: our society does not support marriages concluded for useful purposes.

Married life requires a combination of self-respect with respect for each other, for parents. Such moral qualities as responsibility, loyalty, honesty, restraint, kindness, humanity, a sense of duty to one's wife (husband), family, and children are of prime importance here.

Conclusions and suggestions. Harmonious development of all the components described above is important. This is possible with a healthy lifestyle of the

older generations, with the creation of conditions for the comprehensive development of the younger generation, happy families. But since nowadays the reality is quite far from this ideal, and every young person is a unique individuality, it is not easy to achieve a harmonious readiness for marriage. But it is not necessary to spare effort, time, or resources. And it depends primarily

on the composition of the growing personality, on its purposefulness, abilities, on the ethical direction and activity of activity.

It is necessary to develop and implement scientific and methodological programs, psychological trainings to prepare student youth for family life in the conditions of a higher education institution.

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