

WCES 2014

Development of Russian Teenagers' Value-Conscious Attitude to Family in the Context of a Rural School

Gulfia G. Parfilova^a*

^a*Kazan (Volga region) Federal University, Mezhlauka str. 1, Kazan 420021, Russia*

Abstract

Theoretical justification and experimental verification of content, forms and methods providing effective development of Russian teenagers' value-conscious attitude to a family has become the purpose of this research. 198 teenagers of secondary comprehensive schools of Apastovsky municipal district of the Republic of Tatarstan took part in the experiment. The complex of diagnostic instruments to diagnose the level of value-conscious attitude to a family formation has been used in the work. The correctional program "Moral foundations of a family and marriage" has been elaborated and approved on the basis of obtained results. The recommendations concerning the organization of special psychological and pedagogical work aimed to increase the level of the value-conscious attitude to the family development are given. The empirical research statistical data processing has been carried out by means of a standard method of mathematical statistics (Student t-test)

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Selection and peer-review under responsibility of the Organizing Committee of WCES 2014

Keywords: value, value-conscious attitude, family, rural family, village school, value-conscious attitude to the family

1. Introduction

Family is one of the most significant universal human values playing a significant role in the proper functioning of the society. This is precisely why the important aspect of younger generations' upbringing is the development of their value-conscious attitude to a family. This attitude is determined by the knowledge of its essence, corresponding emotional attitude towards it, and awareness of a family as a personally and socially significant value. It includes also the realization of behavioural aspects of value-conscious attitude to a family.

* Gulfia G. Parfilova. Tel.: +7-903-314-5564.
E-mail address: parfilova2007@mail.ru

Negative tendencies have been outlined in the development of the Family institute in Russia. They have a harmful impact on personal and social family values and damage relations between parents and children. Russian demographers and sociologists unanimously state that the characteristic feature of the Russian society is a value crisis of a family and family way of living. It concerns a rural family to a certain degree as well. The future of the Russian rural area depends on those aims and values that an oncoming generation takes as their guidelines. In order "to raise the village" there should be invested a lot of efforts in present day rural schoolchildren' upbringing, education, health, cultural development. The close-knit moral family makes the heart of this. In order to establish this kind of families, it is necessary to bring up a new generation being able to create such families, and it is easier to found them in the village. It is the village and new rural school that can make moral climate necessary for the proper upbringing of children. It is connected with the fact that people living in the country are less subject to urban temptations. Due to the peculiarities of interpersonal relations in the village, more attention should be paid to school and family interactions. Each family should become an ally of school in the process of children upbringing. The efficiencies of teenagers' value-conscious attitude to a family development in the conditions of a rural school depend on the coordination and coherence of teachers' and parents' actions (Valeeva, 2012). The problem of the value-conscious attitude to the family development is especially actual in the period of adolescence, when teenagers have a new look at the relationship with the family and change their opinion about values. Everything is exposed to light by the projection of reflection, first of all, nearest and dearest: home, family. Gaining life experience, a teenager feels the necessity to distinguish the "Self" from the family "We". Taking into consideration adolescence characteristics, adults should learn to treat teenagers in a different way, try to communicate with them on equal terms, keeping in mind that they are still children. No matter what conditions teenagers live in, their need in the family is extremely high during this period of life. Despite the external counteractions towards adults, a teenager experiences the necessity for support. This is precisely why it is impossible to miss this age period in the value-conscious attitude to the family development. Some aspects of this problem have been studied by many Russian and foreign scientists. The greatest contribution to the development of the theory of values was made by Agazzi, (2009) ; Weber, (1990), ;Vyzhletsov (1996) ; Kagan (1997) ; Stolovich (1994) and others. In the field of pedagogics and psychology a significant contribution to the development of the problem of person's axiology and life activity has been made by: Ananyev , (1976) ; Asmolov , (1996) ; Bozhovich, (2001) ; Vygotsky, (1972) ; Zdravomyslov, (1986). Antonov (1990) ; Gozman (1985) ; S.I. Golod 1984), Druzhinin (1996) ; Rogers (1994) ; Satir (1992) have revealed the significance of a family in the child's personality development. Asmolov, (1996) ; Karakovsky, L.I. Novikova & Selivanova (1996) and others elucidate ideas, approaches, mechanisms and technologies of pupils' value attitudes and personal experience development. Some psychologists' works (Bozhovich, 2001; Vygotsky, 1972; Leontyev, 1981; Elkonin, 2004; Dewey, 1907; Piaget, 1969) are devoted to the research of teenagers' personality mental development. Scientific papers of Antonov (1990) ; Bayborodova (2008) ; Plotkin (2003) are significant for the study of rural schoolchildren upbringing peculiarities.

The analysis of psychological and pedagogical literature helped to define the content of the following concepts. Values are social phenomenon existing in the dialectical subject-object relation which is an important connecting link between the personality, their inner world and surrounding reality (Yanitsky, 2004). Value-conscious attitude is a subjective reflection of the objective reality. Significant value for the person subjects and phenomena are the object of value-conscious attitude (Myasishchev, 2003). Family is a historical and specific system of interrelationship between spouses, parents and children; a small group, members of which are connected among themselves by marriage or blood relations, common household and mutual moral responsibility. The social need of it is caused by the society need for physical and spiritual reproduction of population and labour resources (Uhrbanovich, 2008). The rural family is a specific formation which has its peculiar characteristics: the dominant form of agricultural work that directly depends on climatic and natural conditions; close connection between work and life; absence of spare time; a low density of population, poorly expressed formalization of social roles, compliance with traditions and customs; people's behaviour under close attention of each other; less tight rhythm of life in comparison with the city; simpler standards of communication; smaller share of mental and psychological stresses. A rural school is an important connecting link in the village life support system. It forms the intellectual and labour potential of a rural society. Its purpose is to train and bring up children so as to give most of them the opportunities to live and work in the village successfully. Value-conscious attitude to a family is an integral property of a personality that includes not only an urgent, revealed in the activity, personal attitude to the family but also a potential (internal) attitude – demands,

interests. This way the evaluations take place i.e. revelation of family significance for a personality or a society (Uhrbanovich, 2008). The aim of the research is to ground theoretically and test experimentally the content, forms and methods aimed at the appropriate development of teenagers' value-conscious attitude to a family.

2. Methods

To solve the objectives of the research the following procedures were applied: ranging (Rokeach's procedure to study personal value-conscious orientations, Uhrbanovich's adaptation), questionnaire (Komisarova's questionnaire "My family" for teenagers), testing (Yunda's test-card to estimate the readiness for a family life, Uhrbanovich's adaptation), Babansky's procedure of learners' expert evaluation. The following techniques were applied to diagnose the cognitive component of the criterion of teenagers' value-conscious attitude to the family development in the conditions of a rural school:

- ranging (Rokeach's technique to study personal value-conscious orientations (Uhrbanovich's adaptation)) was carried out to study schoolchildren's ideas about moral universal human values and to define the place of family values in the structure of teenagers' value-conscious orientations. Teenagers were offered to estimate the following concepts according to the five-point system: love, family, money, friends, education, religiousness, labour, health, wisdom, active public life, self-improvement, freedom, beauty, pleasure, public recognition. The analysis of answers allowed making the ranging.

- questionnaire (Komisarova's questionnaire "My family" for teenagers). Teenagers should answer 21 questions in written form; these questions concerned the level of children's theoretical knowledge about the family, its functions, interrelationships in the family, father's and mother's roles, about domestic labour, household and its budget; understanding of family life sense and purpose, its burdens and pleasures and the comprehension of their own role in the family life; perceiving the concepts of love, care, trust, understanding, mutual respect; formation of ideas of sexual relations, hygiene and safety, understanding of sex-role identification.

The following technique was applied to diagnose the emotional component of the criterion of teenagers' value-conscious attitude to the family in the conditions of a rural school:

- testing (Yunda's test-card to estimate the readiness for a family life (Uhrbanovich's adaptation). Teenagers had to choose one out of three variants given for each eight situations described in the test. The objective of the technique is to diagnose emotional and positive ideas of family life, one's own role in it, a future spouse, children, relatives.

To diagnose the activity and practical component of criterion of teenagers' value-conscious attitude to the family in the conditions of a rural school the following technique was applied:

- Babansky's procedure of learners' expert evaluation for teenagers' parents (adaptation done by Uhrbanovich). The procedure of expert evaluation was conducted with teenagers' parents during a teacher-parent meeting. Parents were given the blank with questions aimed to reveal pupils' behaviour and relations in the family.

Methods of mathematical statistics (Student t-test) have been applied in the paper.

The research was conducted in the secondary comprehensive schools of Apastovsky municipal district of the Republic of Tatarstan. 198 teenagers aged between 13 -15 years took part in the research.

3. Results

The experimental work started with the studying of the place that rural school teenagers' family life values take in the structure of their value orientations. The rating of pupils' value-need orientations (Rokeach's technique (adaptation done by Uhrbanovich) was carried out for this purpose. The results of ranging specify that the most significant values for the vast majority of teenagers are the following: health, family, friends, money/work/freedom, and self-improvement. The least significant values for teenagers are: active social life, public recognition. Diagnostics of cognitive, emotional, activity and practical components of teenagers' value-conscious attitude to the family development by means of chosen techniques showed that 9% of teenagers had the high level, 77% had the insufficiently high level, 14% - at the average, and at the low level – 0%. These data prove that rural school teenagers' level of value-conscious attitude to the family is in general not enough which demonstrates the

insufficient volume of pupils' knowledge and ideas about family and its values. The procedure of expert evaluation has revealed that the cognitive component of criterion of rural school teenagers' value-conscious attitude to the family is developed insufficiently (teenagers do not possess sufficient level of theoretical knowledge of a family, its functions, interrelationship in a family), as for the emotional and activity-practical components they are at the high level because teenagers possess emotional and positive ideas of family life, their own role in it, future spouses, children, relatives and manifest kindred feelings in the family, they respect and love the older generation of the family, they carry out their household duties and support family traditions and customs. These results are confirmed by the data obtained during questioning and testing. The "Moral foundations of a family and marriage" program has been created to develop teenagers' value-conscious attitude to the family, the main objective of this program is the formation of a cognitive component of value-conscious attitude to the family. The program tasks are as follows: to raise the level of children's theoretical knowledge about the family, its functions, interrelationship in the family, father's and mother's roles, domestic labour, household, family budget. The concept of Ushakov has made the basis of the program aimed to develop teenagers' value-conscious attitude to the family in the conditions of a rural school. In the program the following forms of work have been applied: a class hour, pedagogical workshop, round table, lecture-hall for parents, group interview, discussion, conference, practicum, sporting event, intellectual game. The presented program includes 18 lessons, each lasts an hour and a half. Lessons are conducted twice a week within the period of nine weeks. The results of the test experiment testify to the efficiency of the suggested system of teenagers' value-conscious attitude to the family formation in the conditions of a rural school. The noncompliance of value-conscious attitude to the family development revealed in the stating experiment has been overcome. The obtained data showed that 68% of teenagers had a high level (9% of teenagers before), 32% of teenagers had an insufficiently high level (77% before), average – 0% (14%), low – 0%. The level analysis before and after the forming experiment revealed some positive shifts in the development of value-conscious attitude to the family. It occurred due to the parents' involvement in educational process, maximum use of the family educational potential in the formation of teenagers' value-conscious attitude to the family in the conditions of a rural school. Positive shifts were confirmed by means of Student t-test as well.

4. Conclusions

Owing to interpersonal relations that are traditional for a village, it is necessary to pay great attention to the interaction between school and family, to try to make each family an ally of school when it concerns children's upbringing as the efficiency of teenagers' value-conscious attitude to the family development in the conditions of a rural school in many respects depends on the coordination and coherence of teachers' and parents' actions. The process of family and school interaction assumes such basic forms of value-conscious attitude to the family upbringing as: teacher-parent meetings, methodical parental committees, meetings of parental community with school administration, a psychologist, a social worker, parental lecture-halls, studios, seminars, group and individual interviews, psychological trainings, practicums, conferences that promote the increase of parents' pedagogical culture. The efficiency of teenagers' value-conscious attitude to the family development in the conditions of a rural school depends on the combination and interrelation of different forms of extra-curricular activity. Class hours can be supplemented with pedagogical workshops, conversations, round tables, discussions, conferences, practicums, sporting events, intellectual games.

References

- Agazzi, E. (2009). Why has science also moral dimensions? The article is based on the report delivered at the Institute of philosophy of the Russian Academy of Sciences in Moscow on April 22, 2009. Retrieved from http://vphil.ru/index.php?option=com_content&task=view&id=73&Itemid=52.
- Ananyev, B.G. (1976). *Problems of modern anthropology*. Moscow: Progress.
- Antonov, A.I. & Borisov, V.A. (1990). *Crisis of the family and ways of its overcoming*. Moscow: Publishing house of Moscow State University.
- Asmolov, A.G. (1996). Rendering assistance to a child – personality development. In N.B. Krylova (Ed.), *Care - support – consultation* (pp. 39-44). Moscow: INNOVATOR.
- Bayborodova, L.V. (2008). *Forwarding of rural schoolchildren educational activity*. Moscow: Research center of specialists' training quality problems.

- Bozhovich, L.I. (2001). *Problems of personality development. Selected psychological works*. Moscow: Moscow psychology-social institute; Voronezh: MODEK.
- Dewey, J. (1907). *School and society*. Moscow: A. Pechkovsky, P. Bulanzhe & Co. Printing house.
- Druzhinin, V.N. (1996). *Psychology of a family*. Moscow: KSP.
- Elkonin, D.B. (2004). *Children psychology*. Moscow: Academy
- Gozman, L.Ya. & Ghilyaghina, E.I. (1985). Psychological problems of a family. *Psychology issues*, 2, 186-189.
- Golod, S.I. (1984). *Stability of a family: social and demographic aspects*. Leningrad: Science.
- Kagan, M.S. (1997). *Philosophical theory of value*. Saint-Petersburg: Petropolis.
- Karakovsky, V.A., Novikova, L.I. & Selivanova, N.L. (1996). *Upbringing? Upbringing. . . Upbringing! Theory and practice of school upbringing systems*. Moscow: Novaya shkola.
- Leontyev, A.N. (1981). *Problems of mental development*. Moscow: Publishing house of Moscow university.
- Myasishchev, V.N. (2003). *Psychology of relationship*. Moscow: Publishing house of Moscow psychology-social institute; Voronezh: MODEK.
- Piaget, J. (1969). *Selected psychological works*. Moscow: Prosveshcheniye.
- Plotkin, M.M. (2003). *Social upbringing of schoolchildren*. Moscow: Publishing house of IPSR.
- Rogers, K. (1994). *On becoming a person: A therapist's view of psychotherapy*. Moscow: Progress.
- Satir, V. (1992). *How to build oneself and a family*. Moscow: Pedagogika-Press.
- Stolovich, L.N. (1994). *Beauty. Kindness. Truth: the sketch of the esthetic axiology history*. Moscow: Republic.
- Uhrbanovich, L.N. (2008). *Upbringing of high school children's value-conscious attitude to a family during extra-curricular activity*. (Doctoral dissertation). Smolensk state university, Russia.
- Valeeva, R.A. (2012). Interaction of School and Family. In R.A. Valeeva (Ed.), *Family and Society: Aspects of Interaction* (pp. 39-46). Kazan: Otechestvo.
- Vygotsky, L.S. (1972). *Problems of children's development age periodization*. Moscow: Pedagogics.
- Vyzhletsov, G.P. (1996). Axiology: formation and main stages of the development. *Socio-political journal*, 1, 86-99.
- Weber, M. (1990). Basic sociological concepts. In M. Weber. *Selected works*. Moscow: Progress.
- Yanitsky, M.S. (2000). *Personality value orientations as a dynamic system*. Kemerovo: Kuzbas-svuzizdat.
- Zdravomyslov, A.G. (1986). *Needs. Interests. Values*. Moscow: Mysl'.