

## Essential-Content Characteristic of the Concept “Readiness for Psychological-Pedagogical Work with a Family”

Elmira Ildusovna Murtazina and Faridovna Minullina  
Kazan (Volga Region) Federal University, M. Mejlauk Street 1,  
420021 Kazan, The Republic of Tatarstan, Russia

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**Abstract:** The topicality of the issue being considered is determined by the society need for preparation of future teachers-psychologists able to efficiently work with the family is aimed at theoretical development and scientific substantiation of the concept of readiness for psychological-pedagogical work with a family in the future teachers-psychologists. The leading approach to analysis of this problem is the axiological (value) approach according to which a person is considered as a supreme value in the society and the goal in itself of the social development. The theoretical framework of the study is the system approach and system analysis, personal and programmatic approach, fundamental psychological-pedagogical theories and concepts. Results of the study with due account for modern approaches, during the study there was developed the improved definition of the concept “readiness for psychological-pedagogical work with a family”. Theoretical search has shown that the efficient components of determination of levels of readiness for psychological-pedagogical work with a family are the following: intellectual, psychological, pragmatic value. On this basis the three levels of readiness for working with a family have been distinguished in the future teachers-psychologists.

**Key words:** Family, professional readiness, professional activity, psychological-pedagogical work, formation of readiness for working with a family, personal-professional becoming of education psychologists

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### INTRODUCTION

To form readiness for working with a family in the future education psychologists is not only to teach how to work in a creative and professional manner but also to form the wish professionally (Sakhapova, 2013). Along with that in pedagogical and psychological literature there are almost no studies to be found that are dedicated to formation of readiness for working with a family in the future education psychologist (Schneider, 2000). Speaking of readiness we mean activity requiring changes, innovations (Sakhapova, 2006; Duray-Novakova, 1983). This is especially, essential to a modern family that in the process of its existence and development experiences critical situations and difficulties when specialist’s assistance is required (Biktagirova and Burganova, 2012). During its life cycle it repeatedly faces different crisis (Silyaeva, 2002). These are relatively short periods of violation of its functioning that are characterized by the similar “symptoms” and are typical to most of the families at particular stages of their development and in this sense they may be considered as ‘normal’. However, the processes and events taking place during the period of a ‘normal’ crisis do not become less painful for each family

and do not guarantee successful solution and functioning of the family in the future. Thus, even within the frameworks of the normal development of the family there are a lot of challenges requiring timely assistance and settlement. The psychological-pedagogical work with a family is aimed at executing this task (Posysoyev, 2004). The general intention of our study is analysis of the problem state in psychological, pedagogical literature (systematization, classification, generalization and comparison) and specifies the following tasks.

To reveal the essential content characteristic of the concept ‘readiness for psychological-pedagogical work with a family’.

To substantiate the criteria, indicators and levels of formation of readiness for working with a family in the future education psychologists.

### MATERIALS AND METHODS

The methodological basis of the study was the axiological (value) approach according to which a person is considered as a supreme value in the society and the goal in itself of the social development. The theoretical framework of the study is the system approach and

system analysis, personal and programmatic approach, fundamental psychological-pedagogical theories and concepts:

- Theories of personal-centered and pragmatic approach to education (S.A. Amonshvili, E.V. Bondarevskaya, O.S. Bogdanova, Z.I. Vasilyeva, V.A. Slastenin, N.M. Talanchuk)
- Concerning importance of the family education of children (V.S. Barullin, I.A. Davliyeav, V.G. Zakirova, A. Lanetsky, M.I. Nagibina, A.M. Nizovaa, E. Pastukh, P.I. Pidkasty, A.k. Uledov)
- Self-fulfillment of a person as spiritual-practical self-creative activity (K.A. Abdulkhanova-Slavskaya, G.M. Andreyeva, A.A. Bodalev, O.S. Gazman, L.N. Kulikova, A.A. Leontyev, S.L. Pubinstein, V.I. Slobodchikov)
- Humanization of education (S.A. Amonshvili, R.A. Valeyeva, G.V. Mukhametzyanova, Z.G. Nigmatov, E.N. Shiyanov)

Speaking of readiness for psychological pedagogical work with a family we mean the ability to implement the following direction of this activity: diagnostic, corrective, preventive, teaching. Working with a family may be performed both on request and on the basis of indications. The client may be a person or group of persons seeking help. The efforts of teachers and psychologists may be aimed at children, parents, family as a system in whole. The diagnostic work is requested much less frequently than corrective or preventing one. A request in respect of children is most frequently formulated in the corrective or preventive context. However, before taking any particular actions aimed at a child a diagnostic study shall be conducted. By doing so it may appear that there is no need for corrective or preventive work or that it should be focused not on the child. This is a common case, when help is requested by parents. However, the importance of diagnostics is not reduced because of that but increased instead. Within the diagnostic direction of work with a child one may conditionally distinguish some most frequently met tasks for the execution of which the future education psychologists shall be ready.

For control of the child development one may diagnose: the personal traits of a child, features of the emotional-volitive sphere, features of motivation-need sphere, the level of maturity and development of cognitive functions and processes; the level of maturity of different skills (manual, intellectual, sensory) and knowledge. The data obtained may be submitted to the child himself, parents, relatives or specialists following the children development and education.

For detection of the problem areas of the normal children development one most frequently diagnoses: the

personal features, states, interpersonal relationships. The data obtained may be forwarded to specialists for organization of preventive and corrective work or for teaching the parents.

Detection of pathological development of a child. Such studies are performed on the basis of indications, i.e., the child's behavior obviously differs from the common one that is typical for the children of such age. The data obtained are used primarily by the education psychologists for organization of the teaching and corrective work with the child's parents.

Detection of problems related to abnormal development of a child. In this case, it is referred not to children with pathological psychic development but to the children with somatic health problems. They include: children suffering chronic somatic diseases; frequently ill children. In the strictly psychological sense, the development of gifted children is also considered as deviating from the normal one as is known such peculiarities may cause significant psychological and pedagogical problems. The aspects that are diagnosed most frequently are the level of development of cognitive functions and maturity of the skills in interest as well as personal features. This data may be provided to the parents and specialists working with a child for construction of the strategy of pedagogical or therapeutic work with a child and to education psychologists for teaching and corrective work with parents and specialists.

Preventive work with a child is most frequently performed on indications on the basis of data derived from diagnostics. The task is prevention of diseased conditions. The difficulties in development, education of a child that have aroused or may arise shall be minimized through psychological-pedagogical actions until they reach the critical level. The scheduled diagnostic activity is performed for the purposes of the correct organization of preventive work.

Corrective psychological impact on children (psychological assistance to children) is performed both on the request and on indications or on the basis of the diagnostic results. The request may be received from the child himself (usually not earlier than adolescents) or from adults (parents, specialists).

Preventive and especially corrective work with children developing without abnormalities usually begins from the end of the early childhood. The wide deployment of the teaching direction is most probably possible starting from adolescence though elements of such work may implemented at the pre-school age already.

Indications for working with parents are challenged experienced by the child combined with the results of diagnostics speaking of the parents' role in origination of these challenges. The work may also be performed on request coming from the parents. By working with parents the diagnostic direction is less developed; the work most frequently proceeds in the teaching, corrective preventive context (Posysoyev, 2004). By summarizing the above said we suggest that formation of readiness for working with a family in the future education psychologists shall include four components.

**Intellectual:** Presence of knowledge of the modern studies of the family-marital relationships, family structure and functions:

- Knowledge of the fact of psychological dissonance in a family, concepts and forms of break-up of family relationships
- Formation of ideas of motherhood, psychological-pedagogical factor of education in a family
- Peculiar features of the diagnostic and corrective work with a family

**Psychological:** Presence of the need, motive and interest in the psychological-pedagogical work with a family. Presence of the attitude to realization of the goal set that introduces personal sense to the forthcoming transformations.

**Pragmatic:** Presence of skills for performance of the psychological-pedagogical work with a family.

**Value:** Focus on the family value in the professional activity. Thus, theoretical analysis of the problem allowed

us determining readiness for psychological pedagogical work with a family as presence in the future educational psychologists of the basic constructs of professionally relevant qualities necessary for practical realization of psychological pedagogical work on the issues of family relationships and family education.

In our opinion, the readiness for work with a family in the future education psychologists may be diagnosed through assessment of the level of maturity of personal substructures and qualities as well as through the system of criteria characterizing it as an integral formation and expressed in integral indicators of the quality of independent activity, successful mastering of professional knowledge and functions, initiative and independence in learning additional extracurricular material. In this context we have distinguished the high, sufficient and elementary levels of readiness for work with a family in the future education psychologists.

High level of readiness is characterized by obvious demonstration of nearly all professionally relevant qualities, sustainable professional motivation, focus on the family value in the professional activity/existence of persistent need for self-improvement, innovations, creativity; systematized psychological pedagogical knowledge of the issues of family education and family relationships.

Correspondingly, sufficient level of readiness is characterized by average development of the above-mentioned qualities and in individual features and elementary one by poor or unexpressed development thereof.

Indicators, criteria and levels readiness for psychological pedagogical work with a family are presented in Table 1 in the generalized form. Besides, we believe that readiness for work with a family in future education psychologists may be determined with the use of the following three criteria: ( $K_1$ ,  $K_2$ ,  $K_3$ ):

Table 1: Indicators, criteria and levels of readiness for working with a family in future education psychologists

Components	Indicators of readiness	Criteria of readiness assessment	Levels of readiness	Assessment of levels
Intellectual	Presence of knowledge of the modern studies of family-marital relationships, family structure and functions	Knowledge is certain, specific, clearly expressed used in the psychological pedagogical work with a family	High	5
	Knowledge of the fact of psychological dissonance in a family, concepts and forms of break-up of family relationships	Fragmentary knowledge with insufficient use in the psychological pedagogical work with a family	Sufficient	4
	Formation of ideas of motherhood, psychological-pedagogical factor of education in a family Peculiar features of the diagnostic and corrective work with a family	Obvious gaps in the knowledge	Elementary	3
Psychological	Presence of the need, motive and interest in psychological pedagogical work with a family	Motivation towards psychological pedagogical work with a family is clearly expressed, presence of the attitude to realization of the goal set ensures realization thereof	High	5
	Presence of the attitude to realization of the goal set that introduces personal sense to the forth	There is a motive, attempts to realize it depend on the situation	Sufficient	4

Table 1: Continue

Components	Indicators of readiness	Criteria of readiness assessment	Levels of readiness	Assessment of levels
	coming transformations	Motivation not expressed, poorly developed needs and interest	Elementary	3
Pragmatic	Presence of skills for performing the psychological pedagogical work with a family	The use of indicators in practice Absence of any of the indicators Use of indicators depending on situation	High Sufficient Elementary	5 4 3
Value	Focus on the family value in the professional activity	Indicators developed, presence of focus on the family value in the professional activity The focus on the family value in the professional activity is poorly expressed No focus on the family value in the professional activity	High Sufficient Elementary	5 4 3

- K<sub>1</sub>; satisfaction
- K<sub>2</sub>; successfulness
- K<sub>3</sub>; value orientations

Satisfaction is one of the most important criteria; in this case we relied on the studies by Abulkhanova-Slavskaya (1991) who considered the satisfaction rate in relation to ambitions (Abulkhanova-Slavskaya, 1991). In this regard Abulkhanova-Slavskaya (1991) notes that still there is no result or achievements, however, ambitions represent the criterion of what could have satisfied a particular person. Adequate satisfaction promotes to the personal confidence, produces tolerance to frequent failures and reduces the effect thereof. Satisfaction confirms or changes the ambition criteria.

Besides, the mental well-being of a person to a large extent depends on satisfaction with the profession chosen. Maintenance thereof is also ensured by high level of professionalism one of the determining factors of overcoming a psychological stress. Although, satisfaction with the profession is determined by a large number of factors, its level may be subjected to probabilistic forecasting. Obviously, efficiency of such forecasting is determined by the set of methods that will be used for diagnostics of interests and inclinations of a person, its attitudes, value orientation as well as character-related features (Minullina, 2014). The results of one of the studies by A.A. Rean illustrate the fact that even the simplest analysis of professional interests conducted timely may affect the satisfaction with the profession and adequate selection thereof. The satisfaction rate does not suffice for determination of formation of readiness for psychological pedagogical work with a family (Bodalev, 1988). The strategic factor for a person is the result that primarily satisfies the person itself. In this context, successfulness may be considered as the following important criterion. The positive I concept (I know, I am able, I can) is the necessary condition the essential prerequisite of the personal successfulness. The best conditions for formation of the positive I concept are provided by creative activity the main sphere of personal self-expression.

In the conditions of a higher educational institution students may be involved in the practical creative activity by means of.

Organization of independent and creative work at workshops on the subject “Fundamentals of the family psychology and family counselling”.

Educational research activity within the frameworks of the students’ research community. The most appropriate way of assessments of successfulness of personal activity is self-assessment and evaluation by competent experts. When self-assessment and expert evaluation do not show significant differences one may speak of a certain performance value (in this case we rely on the studies by Golovakha (1998) and Loginova considering performance within the context of the life success). The following criterion of student’s readiness for psychological pedagogical work with a family is the value orientations containing the individual system of person’s values, hierarchy of goals, needs and interests and revealing the motive of activity. Within this system of values a family holds the leading position.

## RESULTS AND DISCUSSION

With account for the modern approaches in the study there has been developed the improved definition of the concept ‘readiness for psychological pedagogical work with a family’ that is considered as presence in the future education psychologists of the basic constructs of professionally relevant qualities necessary for practical realization of psychological pedagogical work on the issues of family relationships and family education.

Theoretical search has shown that the efficient components of determination of levels of readiness for psychological-pedagogical work with a family are the following: intellectual, psychological, pragmatic, value. On this basis the three levels of readiness for working with a family have been distinguished in the future teachers-psychologists: high, sufficient and elementary one.

We assume that formation of readiness for work with a family in the future education psychologists will be performed stepwise to the following procedure:

- Selection of students for a higher educational institution
- Making students acquainted with the structure of the psychological pedagogical activity, formation of professional interests; diagnostics of professional aptitude (1st year)
- Students gaining experience in the professional, cognitive, labor, sports, creative and other kinds of activity (2nd year)
- Formation in the students of sustainable knowledge, practical skills, professionally relevant qualities (3rd year)
- Enhanced preparation of students for practical activity for psychological pedagogical work with a family (4th year)

We may say that our study allows determining the main conceptual provisions of forming the readiness for work with a family in the education psychologists.

Creating within the education space of the creative pedagogical environment the special space for communication and interaction in which a student and a teacher hold the partnership positions.

The logic of the education process is based on the principle from practice, subjective experience to theoretical generalizations and not on the principle from theory to practice as has been traditionally established.

The concept of creative education and learning at lecture and practical studies and extracurricular practice; Active mastering of the experience in professional activity by students starts from the 1st year of the study at a higher educational institution.

He process of the professional-personal development of the future specialists is monitored during the entire period of professional education at the educational institution.

### **CONCLUSION**

The significance of the study consists in the fact the author's conclusions concerning the process and mechanisms of formation of readiness for psychological pedagogical work in the graduates allow specifying the modern approaches to the professional and personal development of the future education psychologists.

Analysis of the state of the theory and practice from the pedagogical and psychological perspective allowed establishing that the issue of a family was the subject of

close attention of such researchers as I. Antonov, V.N. Druzhinin, V.G. Zakirov, S.V. Kovalev, T.A. Kulikova, V.M. Medkov, G.G. Parfilov, A.G. Kharchev (Parfilova, 2003; Murtazina and Minullina, 2013) as well as in science and in practice that is why today the support of a family by the future education psychologists requires much attention and therefore, deep system knowledge, professional skills, means and methods of interaction therewith. Within the frameworks of our study the issues of professional readiness for pedagogical activity, psychological pedagogical readiness of a student for professional activity are considered. All these issues are described by the modern national researchers such as A.N. Vyrshchikov, M.S. Derkach, K.M. Duray-Novakova, V.S. Ilyin, I.F. Isayev, Z.S. Levchuk, A.I. Mishchenko, A.V. Mudrik, A.A. Rean, N.K. Sergeev, V.V. Serikov, V.A. Slastenin, V.S. Slastenin, Y.I. Turchaninova, S.N. Usova, V.D. Shadrikov, E.N. Shiyanov (Murtazina *et al.*, 2014). Based on the modern approaches the essential-content characteristic of the "readiness" concept was considered in particular, during the study there was developed the improved definition of the concept "readiness for psychological-pedagogical work with a family".

### **RECOMMENDATIONS**

The materials of the study may be useful to the university and pedagogical college professors in terms of revealing the essence and content of the concept 'readiness for psychological pedagogical work with a family'. Theoretical material presented in the paper may be used for enhancement of the course "Fundamentals of the family psychology and family counselling" by development of special courses within the system of training and advanced training of educators.

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