

Psychological and Pedagogical Aspects of Forming Family Competence in Young People

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Abstract: This article addresses contemporary issues in preparing youth for family life, the features of developing family competence, and the role of psychological and pedagogical methods in this process. It explains the importance of family values, analyzes key social and economic difficulties affecting the creation and preservation of families. The article presents programs and recommendations for developing skills and knowledge among young people, as well as the role of educational, social, and governmental institutions in implementing effective strategies for preparing future family partners. Emphasis is placed on the need for a systematic approach and intersectoral cooperation to foster a responsible and well-prepared younger generation for family life. The development of family competence in young people is a critical aspect of their personal and social growth, encompassing psychological and pedagogical dimensions. This competence is shaped by various factors, including family dynamics, educational environments, and societal influences. Understanding these influences is crucial for fostering well-adjusted individuals capable of forming and maintaining healthy family relationships. Forming family competence in young people is a multifaceted process that necessitates a holistic approach integrating psychological insights and pedagogical strategies. It requires nurturing supportive family environments, implementing effective educational programs, and addressing the challenges posed by the contemporary information landscape. By fostering social competence, critical thinking, healthy relationships, and a positive outlook on the future, we can equip young people with the essential skills and understanding to build strong, fulfilling family lives.

Keywords: youth preparation, family competence, psychological and pedagogical methods, family values, training programs, social difficulties, family relationships, upbringing, family, social policy.

Introduction

Modern society is undergoing significant changes that are affecting the institution of the family. The decline in marriages, the rise in divorces, the increase in single-parent families – all these issues require attention. The development of family competence in young people plays a particularly important role in addressing these issues. Family competence encompasses an integrated system of knowledge, skills, and attitudes that enable effective relationship building, conflict resolution, and child-rearing. In the context of family transformation, such preparation becomes strategically important for society.

Methods and materials

The formation of family competence is based on L.S. Vygotsky's developmental psychology. He emphasised the importance of a systemic approach to personal development through creating conditions for full socialisation and the formation of value orientations. In the context of family competence, this means creating conditions for acquiring knowledge about family roles, values, communication norms, and responsibility, as well as developing the ability to express one's feelings and understand others. [5;88-97] John Dewey's pedagogical paradigm emphasises practice-oriented learning.

The main aspect of John Dewey's educational philosophy is the idea that learning should be active, connected to real life, and practical experience. He advocated for creating learning environments where knowledge is acquired through experimentation, problem-solving, and activities,

rather than simply through the mechanical memorisation of information. In the context of family competence, this means modelling family situations in training to develop skills. [6:20-45]

The family is the foundation of society, and the well-being of the entire society depends on how strong and happy it is.

Psychological and pedagogical methods play an important role in shaping young people's family competence. They help young people understand the value of family and marriage, develop the knowledge and skills necessary for family life, and form a correct understanding of family roles and responsibilities.

Results and their discussion

A variety of psychological and pedagogical methods are used in youth training;

1. Informational approach: providing young people with information about family relationships, marriage psychology, and child-rearing.

2. Conducting lectures, seminars, and courses on preparing for family life.

3. Human-centered approach: developing the personal qualities in young people necessary for successful family life. Communication skills, problem-solving ability, self-regulation, empathy.

4. Systems Approach: viewing the family as a system, studying the patterns of its functioning. Relationships between spouses, parents and children, and resolving family conflicts.

5. Activity-Based Approach: Engaging youth in various activities aimed at preparing them for family life. Family clubs, trainings. [2;34]

The effectiveness of forming family competence in young people depends on the comprehensive use of psychological and pedagogical methods.

- Family: Parents should teach their children the values of family and marriage, and raise them in love and respect for each other.

- Educational institutions: schools and universities should include courses on preparing for family life in their curricula.

- Public organizations, youth clubs, and family centers should provide young people with consultations, training, and other forms of assistance.

The comprehensive use of various methods allows young people to acquire the knowledge and skills necessary to build a strong and happy life.

Therefore, it is important to note that psychological and pedagogical methods play a significant role in preparing young people for family life.

Modern Challenges and Difficulties in Preparing Youth for Family Life in Modern Society.

- Low value placed on family: a decline in the value of family relationships, an increase in the number of divorces, and the spread of alternative forms of marriage and family relationships. Young people's misunderstanding of the value, importance, and significance of family life.

- Lack of awareness about family relationships: insufficient knowledge of the psychology of marriage and family, and child-rearing methods. Insufficient preparedness of young people to solve emerging problems.

- Unpreparedness for the difficulties of family life: lack of knowledge in household management, budgeting, and solving everyday problems. Young people's lack of preparation for living together and sharing responsibilities.

- Reluctance to take responsibility, a desire for dependence on parents. Young people are not ready for independent living and decision-making.

- Media influence: promotion of non-traditional family values, distorted representation of family relationships. The media doesn't always take into account that young people may lack the correct understanding of family and marriage.

- Economic difficulties: housing shortages, low standard of living, unemployment. Economic difficulties can hinder family formation and childbearing.

- Insufficient state support: inadequate funding for youth preparation for family life programs, lack of accessible consultations and training. The state doesn't always pay due attention to preparing young people for family life [1, 78]. Therefore, to address the aforementioned problems, it is necessary to develop special psychological and pedagogical programs for forming young people's family competence. :

1. The "My Family" program.

Goal: To instill family and marriage values in young people and develop their skills in building family relationships.

Content: lectures on family and marriage psychology, communication skills training, role-playing, family counselling.

Expected results:

- Increasing knowledge about family relationships;
- Developing family problem-solving skills;
- Training on strengthening family relationships.

2. The "Are You Ready for Marriage?" program.

Goal: Preparing young people for marriage, fostering a responsible attitude towards starting a family. Contents: lectures on the legal aspects of marriage; financial planning workshops for families; seminars on child-rearing.

Expected results:

- Preparing young people for marriage;
- Reduction in the number of divorces;
- Improving the quality of family life.

3. The "School for Future Parents" program.

Goal: To prepare young people for the role of parenthood and develop child-rearing skills. Contents: lectures on child developmental psychology, parenting skills training; group consultations.

Expected results:

- Reducing violence against children.
- Increasing parental competence.
- Improving the relationship between the child and their parents. [3.18]

In addition to the programs mentioned, there are many other programs that can be used to prepare young people for family life. Such programs should be scientifically sound and accessible to young people.

Young people face a number of difficulties when preparing for family life: a low value placed on family, ignorance of family relationships, and lack of preparation for the hardships of daily life. To address these issues, it is necessary to improve the system of preparing young people for family life.

1. Development of comprehensive programs to prepare young people for family life: these programs should include lectures, seminars, training sessions, and consultations on various aspects of

family life: marriage and family psychology, child rearing, household management, and resolving everyday problems.

- Promoting the value of family: conducting information campaigns that disseminate the values of family and marriage. It is necessary to cultivate a positive attitude towards family life among young people.

- State support for young families: the state should provide financial, housing, and social support to young families. This will help young people build a strong and happy family.

- Engaging families, educational institutions, and community organisations in the process of preparing young people for family life: by organising joint events and consultations.

- Educational institutions should include courses on preparing for family life in their curricula. At the school level, integrate into life skills and ethics lessons, and at the university level, include courses on "Family Psychology." Civil society organisations should provide young people with counselling, training, and other types of support.

- Developing a system of consultations and support for young families: young families should have access to qualified assistance from psychologists, educators, and social workers. This will help them solve problems that arise in family life [4;67].

To prevent such problems, the following recommendations are offered to parents and educators in educational institutions for developing young people's family competencies:

- Increasing the theoretical level of knowledge about the psychological and pedagogical aspects of forming family competence in young people.

- Development of methodological recommendations for preparing young people for family life.

- Improving the effectiveness of educational institutions and social institutions in developing young people's family competence.

Conclusion

Preparing young people for family life is an important issue that should be addressed at the state level. Creating and implementing effective psychological and pedagogical programs allows young people to build strong and happy families, and also contributes to the well-being of society as a whole.

The formation of family competence in young people is a long-term and complex task. However, her decision contributes to improving the quality of family life, strengthening the institution of the family, and enhancing the well-being of society. It is important that all stakeholders the state, families, educational institutions, and public organisations – join forces to accomplish this task.

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