

## UKRAINIAN AND WORLD CULTURE, SCIENCE AND EDUCATION

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### PRE-MARITAL YOUTH TRAINING IN MODERN HISTORY: FOREIGN EXPERIENCE

**Summary.** The article analyzes the foreign experience of preparing pupils for family life. The emphasis is on three of its components – pre-marital training, sexual education and the formation of conscious paternity. Particular attention is paid to the analysis of each of these components in the leading countries of the world – the USA, Great Britain, France, Germany, Sweden, and Japan. Recommendations on the use of foreign experience in the practice of preparing pupils for family life in independent Ukraine are given.

**Keywords:** sexuality, foreign countries, pre-marital training, curricula, family culture, resources management, gender socialization, multidisciplinary.

### ДОШЛЮБНА ПІДГОТОВКА МОЛОДІ У НОВІТНІЙ ІСТОРІЇ: ЗАРУБІЖНИЙ ДОСВІД

**Анотація.** У статті аналізується зарубіжний досвід дошлюбної підготовки школярів. Акцент зроблено на трьох її основних компонентах – дошлюбній підготовці, статевому вихованні та формуванні усвідомленого батьківства. Особлива увага приділяється аналізу кожного з цих компонентів у провідних країнах світу – США, Великій Британії, Франції, Німеччині, Швеції і Японії. Вироблено рекомендації з використання зарубіжного досвіду в практиці підготовки учнівської молоді до сімейного життя в незалежній Україні.

**Ключові слова:** сексуальність, зарубіжні країни, дошлюбна підготовка, навчальні програми, сімейна культура, менеджмент ресурсів, статева соціалізація, мультидисциплінарність.

**T**he twentieth century, in many of its characteristics, can be called a confused age. This is the age of revolutions, wars, social upheavals, scientific inventions, informatization, and so on. This is the period of the most serious tests for the institute of marriage. In the world, there is a global process of changing and breaking of the traditional system of relations between the genders. Relations

between men and women in all the spheres of social and personal life are becoming more democratic and equal, and stereotypes of masculinity and femininity are less polar than before.

Unfortunately, in Ukraine, the problem of youth preparation for family life is in its emerging stage. Neither in the family nor in the school there is systematic work on the formation of a future familyman, while in the world's leading countries this issue is being solved more effectively. Therefore, the article was aimed at studying the foreign experience of pre-marital preparation of the school youth in the modern history.

Assessing the history of pre-marital education of the school youth in the leading countries of the world in general and in Western Europe in particular, several long major periods can be distinguished in it. The first of them covers the period from the end of the nineteenth century to the middle of the 1920s. This period is characterized by disputes about the goals and content of schoolchildren training for family life and their sexual education, the formation of sexual pedagogy, the first experiments of introduction of special courses in schools, especially in the countries of Northern Europe. However, at this stage, for most research educators one-sided approach was common, often placing the main emphasis on the sexual aspects of premarital training. In this plan, two opposing methodological approaches were distinguished. Within one of them, it was suggested that sexuality should be considered as a self-value, outside of its connection with marriage and childbirth, whereas within the limits of the second sexuality and its manifestations were considered exclusively in connection with the purpose of creating a family and childbirth.

The second period in the history of premarital education of pupils starts from the end of the 1920s. At this time, sexual education becomes a matter of civil organizations. For example, in Germany, premarital and sexual education programs for young people were organized by both Communists and supporters of National Socialism. Both of them used the youth's need for information on family creation, the formation of family values, and preservation of reproductive and sexual health for their political ends. The main point of attacks of public and government organizations in the world countries was directed against prostitution, sexually transmitted diseases, discrimination in society by sex, abortion, divorce, etc. As for school curricula, there were no significant innovations in the preparation of schoolchildren for marriage. However, in some Nordic countries, in particular in Scandinavia, lessons of sexual education were conducted. And in the Ukrainian schools in the graduation classes in the 1920s the course was titled "ABC of Motherhood".

The third period of the history of premarital education takes its countdown after the Second World War. The second sexual revolution that spread throughout the West in the 60–70 years of the XX century has had a significant impact on the development of marriage-family and sexual relations, and therefore on premarital education of young people. Educated young people did not perceive the existing values that their parents followed, which influenced the perception of the traditional model of family and interpersonal relationships. The new generation of intellectuals considered the marriage to be a boring, archaic institution, striving only for sexual entertainment without responsibility, which the family requires. The old morality, which reduced sexual relations to marriage, was viewed by many liberally-minded Americans and Europeans not only as obsolete but also inaccurate. The feminist movement, the decrease in the birth rate, the liberalization of sexual morals, the reduction of the controlling role of the family, the reduction of the role of religious prohibitions, the reduction of fear of unwanted pregnancy and sexually transmitted diseases contributed to the intensification of sexual activity of women, the emancipation of female sexuality. In fact, most of the changes in marital-family, primarily sexual relations, have affected women in the first place.

The propaganda of the values of the “sexual revolution” has led to the separation of young people from the traditional wisdom and culture of mankind, from the experience of adults, giving them the opportunity to learn from their own bitter experience, pain and mistakes. The rules of sexual morality are changing, social control of premarital behavior of young people is weakened giving young people the opportunity to independently determine the feasibility of entering into premarital sexual relations; expectations and demands of boys and girls grow not only to each other, but also to family life, its sexual component etc. The consequences of the sexual revolution of this period determined the need for foreign researchers to seriously analyze the state of sexual of teenagers in the 80’s.

However, very quickly people realized that everything was not so simple. Random sexual contacts can have very unpleasant consequences: sexually transmitted diseases, AIDS, unwanted pregnancies, increased rape rates, frustration, etc. All this forced the educational community of Western European countries to look at the problem of preparing the pupils for family life in a new way. As a matter of fact, the greatest emphasis in recent decades was again made to improve the content and technologies of sexual socialization of youth.

The analysis of some normative documents on the state of sexual morals and familiarity with English pedagogical literature shows that in the United Kingdom there is no single curriculum and program for premarital education and sexual education. However, the desire of the society to lay the basis for the concept of the development of premarital education and sexual education programs is a key idea that they should be implemented in schools, and that the issue is about the type of personality that the school forms, the comprehensive development of students of different sexes, and full-fledged realization in the future of their opportunities in family and social life.

Despite the differences in culture and political and economic systems, many countries in the world have come up with the idea of the need to prepare students for family life through a school education system. In general, we came to the conclusion that in the late XX – early XXI century there was a transition from a classical model limited to sexual education, to a broad version of preparation for marriage and marital life. We noted such trends in virtually all the countries. Despite the different forms, methods and means of preparing a future family person, the content of relevant programs in these countries is similar in their direction: sexual education – in the younger classes and preparation for family life – in the elderly.

Preparation of the school youth for family life in the leading countries of the world usually includes three components: pre-marital training, sexual education and the formation of conscious paternity. Analyzing the first component, it is worth noting that pre-marital training in most of the pedagogical systems we have reviewed (USA, UK, Germany, France, etc.) is conducted in secondary schools through developed state or regional programs.

The main purpose of such programs is to acquire the complex of theoretical knowledge about marriage and intimate relationships with the subsequent formation of practical skills and skills of their application (Family Relations, 2004). The content of work in this direction is defined as the development of skills for building successful relationships: the formation of an effective communicative system; mastering non-standard means of resolving conflict situations; raising a sense of loyalty, a desire to care and promote the individual development of a partner; the improvement of the ability to frankly express their own emotions and thoughts, reasonably defend a personal opinion without provoking conflicts, etc.

Among the most famous and effective programs of premarital education are the following: “The Art of Loving Well”, “Connections: Relationships and Marriage”, “Building Relationships”, “The Marriage – 101” – in the United States of America; “Sexual education and adaptation to life in interpersonal relationships”, “Living

together” – in Sweden; “Preparation for family life” – in Japan; “Education for family life” – in Poland; etc.

There are curricula based on the best examples of world literature that shape the behavior of students through the imitation of actions of literary heroes, and programs aimed at developing the necessary practical skills and family life skills in the future. For example, in the United States, the course “Art to Love” gives an anthology of 40 literary works that are differentiated according to the three themes of the course: first love and disappointment; romantic relationships; devotion and marriage. Reading of literary works is accompanied by a discussion of reading, writing tasks, role plays, drawing and musical improvisations, which stimulates interest in new knowledge and increases the level of their learning.

When implementing another program (“Building Relationships”), the family biography method is used successfully: students study the family from which they originate, and make up their biography. By integrating the method of family biography into the content of the course, American educators substantiate the decisive influence of the dynamism and cohesion of the family members from whom we come, on the projection of our future family life (Family Relations, 2004).

In the course of acquaintance, for example, with the American experience of preparing students for family life, we were able to identify the basic laws that could become important benchmarks for the formation of the native concept of premarital education for students of general school:

- poly-vector of the system of youth preparation for family life;
- three-step system of formation of readiness for family life;
- personal orientation of training;
- taking into account the needs, interests and expectations of schoolchildren;
- democratic way of presentation of new educational material;
- implementation of project technology training and education.

Analysis of the programs allowed highlighting the legal aspect of premarital preparation of schoolchildren, which provides for the definition of the legal status of the family and the mastering of the basis of marital and family law (legal registration of marriage, divorce, adoption, protection of children and their rights). The practical aspect of the content component forms the ability of students to reasonably defend their own legal rights and rights of family members, to fulfill the obligations declared by the legal acts of a citizen and a family man. The teacher reveals the specifics of state regulation of the family institution (taxation, social insurance, economic support) and the value of civil rights, emphasizes the issue of legal protection of family members, which collectively educates the students to respect the letter of the law, analyzes the specifics of the drawing up of a marriage contract, grounds for divorce, responsibilities for the maintenance of children, adoption and protection against domestic violence.

Much attention in the preparation of a future family man in many countries is devoted to the formation of family aesthetic culture. For example, French mothers do not hesitate to make their children a comment about the bad taste and sluggishness in their clothes. The French generally have a special sense of taste, the predominance of aesthetic over material. If it comes to the plate – it should look beautiful. The French are well dressed, appreciate politeness.

An important component of American, German, French and other concepts of youth training in family life – ethical training – characterizes social behavior of a person. Students study the processes of values formation and their diversity in modern society, the main ideologies and social consequences of life choices, the ethics of professional activity and ethical principles as a kind of values that direct human behavior. In Great Britain, for example, considerable attention is paid to the formation of the genealogical culture of schoolchildren. Practically every British family is cultivated with an interest in its own pedigree; make a genealogical tree of a particular family, respect the

traditions and family history cultivation. In the ordinary British family, children learn to identify the hierarchy of family priorities.

Considerable attention is paid to the economic aspects of the premarital education of the foreign youth. In Japan, the subject "Preparation for family life" has already been introduced in elementary school and its task is to inculcate children with knowledge and skills necessary for every day family life. To this end: 1) children acquire knowledge and skills related to the care of clothes, apartments and household maintenance; 2) developing the ability to solve problems of everyday life, forming the desire and ability to live in a good, calm mood.

Thanks to the "American Principles of Food Preparation", students learn about the production and basic types of food, form the skills of optimal selection and storage of food, learn basic cooking techniques and get acquainted with recipes and dishes. The "Interior Design Technology" course is a peculiar basis for the formation and development of homemaking skills for students, the study of the basic principles and stages of the interior design, the development of the ability to select furniture, equipment, accessories and lighting system, carrying out of financial calculations of the cost of realization of design projects and forming of aesthetic tastes of schoolchildren. By choosing "Principles of Clothing Construction", boys and girls study the characteristics of different types of fabric, familiarize themselves with the principles of their use, differentiate different types of materials by their cost and care, and learn to choose material that as much as possible satisfies their requirements, forms skills of working with a sewing machine and master the basic principles of cutting and sewing. (Family Relations, 2001).

German educators pay a lot of attention to the problem of domestic economy, as part of the premarital preparation of schoolchildren. Unlike the Ukrainian school, which currently holds the subject of "Serving work" for girls, in Germany it is either about introducing to certain legal limits of the home responsibilities of adults of both sexes, or the introduction of a school subject that would prepare boys for a successful household activity, focused in the future on the effective involvement of men in family and home duties. According to M. Gorskamper, the best way is to introduce into the school the appropriate compulsory discipline (Ethik und Socialwissenschaften, 1996). In separate schools in Germany, both boys and girls study the subject "Household", which covers all spheres of everyday life: craft (cleaning, apartment furnishings, sewing, repair work, etc.), organizational (organization of holidays, shopping planning, financial budget, time allocation), psychological (care for the younger and older). At the lessons of "Life Science" the students fill in a household passport. In small groups, schoolboys and schoolgirls learn to cook, clean, make lists of product purchases, craftsmanship, sewing, knitting, repairing clothes, etc.

The absence of analogues in Ukrainian practice generates a significant interest in such a component of the foreign system of preparation for family life as family resource management. In the same course of study, US students, for example, study the main types of resources, explore the process of their accumulation, storage and use for basic human needs in clothing, food and dwelling; classify life goals and expectations as determinants of human behavior; get acquainted with the basics of financial planning and the economy of the family, revealing the concept of family income and budget, individual resources and their development by choosing a career, the impact of social and economic factors on the accumulation, distribution and use of family resources, balancing between professional activities and families (Family Relations, 2003). British schoolchildren form the skills to identify short-term and long-term goals, optimal time allocation for work, study and rest, rational use of personal resources, and identification of individual career perspectives. They form the conviction of the need to enrich the culture of rest and respect for the right to independence and the inviolability of personal property or resources.

In French pedagogy, the special attention of educational institutions is given to the formation of financial culture for children, which is necessary for the future family person. A child usually has his/her own box into which he or she puts money, this is the beginning of the formation of the financial culture of a future family person – the children spend their pocket money autonomously, buy their own school supplies independently, and so on. Parents in their education use monetary rewards as an incentive for the activity. French parents give more independence to their children, but at the same time they do not cease to fully control them. Usually French children cannot open the refrigerator when they want, to keep a house in the absence of parents, especially to organize the party without their permission. French parents are shocked by the freedom of children in the United States or in England. All of the above promotes accelerated socialization of children, they become adults early.

Today, in the United Kingdom, there is an active debate on the content and methods of sexual education in schools. Often the question arises whether it is needed at all. And here, as in other countries, the public and specialists were divided into two opposing camps: supporters and adversaries, and among the first two further directions on where it should be carried out: at school or in the family. Preparation of British schoolchildren for family life includes familiarizing them with the educational process with the duties of the family man and the rules of behavior, ethical norms and requirements. Information on the family, marriage, sexual intercourse of young people is included in the curricula, in the content of vocational work of the school.

Our research has revealed the specific features of the system of preparation for family life in foreign countries. First of all, it should be noted that there is no training program containing all the above-mentioned content components. Instead, in a variety of countries and even in different regions simultaneously functions a broad spectrum of educational programs, characterized by their goals, methods of reporting information and orientation to a specific audience of participants. No foreign curriculum for preparation for family life is mandatory. All of them are offered to choose among other school subjects. (Stanley, Markman, 2002).

The second most important component of preparing students for family life in modern foreign experience is sexual education, the main purpose of which is the formation of theoretical knowledge on the anatomy and physiology of the human body and its reproductive system (students study the main aspects of sexuality and sexual orientation, contraception and abortion, pregnancy, child birth, paternity, sexual violence, AIDS and other sexually transmitted diseases); raising a sense of responsibility in sexual intercourse through the promotion of contraceptive use and the rejection of casual sex, responsible attitude to the health of others; belief in school and the danger of early sexual intercourse, inadmissibility of irresponsibility and frivolity in relationships with representatives of the opposite sex; the ability to differentiate the concept of permitted and prohibited in sexual intercourse; Adequate perception of adulthood, its contents, reliable signs, manifestations and qualities. In many European countries (the Netherlands, Denmark, Belgium, Finland), it is sexual education that is at the heart of young people's preparation for family life.

In the mistakes of sexual socialization, American, British, German and French researchers see the origin of many of the problems faced by modern European countries, namely the violation of the equality of men and women in the social and family spheres, the instability of the family, the disharmonious development of family relationships, as well as those, associated with sexual upbringing of children and youth (high rates of sexually transmitted diseases, abortions among the most reproductive age group of young people, cases of abandonment of newborns and children, neglect of parental responsibilities, crimes committed sexual ground, etc.).

The most interesting discussions about the content and forms of sexual education are in the United States. One can identify the main areas of sexual education in

American pedagogy – conservative and liberal. Programs of the conservative education, based on the promotion of sexual abstinence prior to marriage, are oriented towards the formation of moral relations between adolescents of different sexes. They are united under the single title Title X (“Postpone sex”, “How to reduce risk”, “Skills for life”, “Be proud! Be responsible!”, “Know the truth about AIDS”). Their introduction undoubtedly yielded results, but getting acquainted with them showed that there was a lot of false, distorted information, incorrect recommendations, “horror stories”: abortions lead to suicides or infertility; half of homosexuals carry HIV infection; condoms do not prevent HIV in 30% of cases; touching the genital can lead to pregnancy; HIV can be transmitted through sweat and tears, and so on. That is, it can be stated that such programs largely misinformed the youth, giving mostly unscientific knowledge about sexual life.

However, some experts in the United States suggested using the orientation of sexual education for keeping in conjunction with the pro-contraceptive approach, arguing that since today’s schoolchildren receive the same variety of sexual information through the media, from peers, teaching contraception does not hurt those who are abstaining from sexual relationships, but will help sexually active. Therefore, school sexual education should help schoolchildren to cope with this sexual attack by providing them with information and guidance that is relevant to their age-related development. Moreover, it has been experimentally proved that programs that not only called on adolescents not to hurry with the onset of sexual activity, but also taught them the rules of safe sex, are much more effective than those who promoted only sexual abstinence.

The liberal approach is characterized by discussion of the medical and hygienic aspects of sexual education, such as the causes of sexually transmitted diseases, male and female reproductive organs, pregnancy prevention, and the harmfulness of abortions. Due to such biological problems, the material on contraception is introduced and the main strategy of the program is the formation of the skills of compulsory use of contraceptives and the liberal attitude of students to the sexual behavior of other people. Programs of the liberal approach are titled Title V (“Respect for the opposite sex”, “The Way to Success”, “Choose Better”, “Love and Life”, etc.).

For this viewpoint, an approach based on the upbringing of a character that is healthier not only because it helps to reduce sexual activity, but also attempts to raise personal and social responsibility and gives young people a chance to see the impact that their attitude to sexuality has on other people’s lives.

The most famous of these programs is a program called “Face to Face with Reality”, where the main emphasis is on developing the ability to control sexual desire, strengthening the belief that controlling sexual desire is possible, belief that the preservation of sexuality for marriage is a moral value. Another “Best Friends” program showed a significant success in reducing the rates of sexual activity among girls in schools where the program was taught – among the 600 girls aged 13–18, only 1% became pregnant, compared with 25% of those who became pregnant on average in the country.

Programs character formation, or as they are also called “programs of comprehensive sexual education” emphasized on the need to identify and determine the sexual values of a young person. They were based on a positive attitude towards sexual behavior, balanced information on potential dangers and the harmful effects of this behavior, on the idea that young people should live in harmony with their sexuality. From the foregoing, one can conclude that the key issue for American educators today is to determine the relation between the study of sexuality issues and the idea of learning to abstain from premarital sexual intercourse. We think that this issue remains unresolved for Ukrainian pedagogy.

The vast majority of foreign educators believe that a program of sexual education can be considered successful if it has one or more of the following results: delay in the moment of sexual activity; reduce the number of unprotected sex; development of contraceptive use skills. Sexual socialization can only be successful if gender issues are considered and discussed openly as a positive, integrative part of health.

A distinctive feature of the French model of the follow-up of sexual maturation and psychosexual development of children and adolescents was the rejection of the medication of sexuality. The term “sexual education” and “sexual education”, disappeared from the program and a new one appeared – “education of sexuality” (L’*éducation a la sexualité*). The education of sexuality is to provide students with the opportunity to learn and understand different aspects of sexuality in general and their own sexuality. Sexual informing and upbringing of sexuality spreads both in younger and senior school (lyceum, college) in the form of at least three annual courses. In elementary school they are carried out by a teacher within the general school subjects, and in colleges and lyceums by invited specialists.

Despite the traditionally high eroticism of French culture, with school sexual education France was very late, from conversations to the case it passed only under the influence of the HIV epidemic. By the beginning of the 21st century, beginning with the junior grades, pupils studied the subject “Sex education”, which introduced to the children of 6–7 years old the process of fertilization, pregnancy, childbirth, breastfeeding. Thorough, from our point of view, were subject book “Encyclopedia of Sexual Life” for children of 6–9, 9–12, 12–15 years old. The publication caused enthusiastic feedback from scientists and the press.

In the textbook for students aged 12–15 years, the structure of the male and female body is described in great detail. The fertilization process is given at the level of modern genetics, and in this very detail, as for this age, the physiology of sexual intercourse is described. In chapters devoted to the hygiene of sexes, too frankly is written about homosexuality and sexual deviation. In subsequent years, in France appeared other specially designed popular editions for schoolchildren, in which it is not only about childbirth but also about “sexual pleasures”. This caused a public protest, and the book and the subject itself were removed from school curricula.

The program guideline compiled by leading French experts lists the main topics that should be discussed: “Human Sexuality”, “Law and Sexuality”, “Sexual Maturation”, “Sexual Identity, Roles and Role Stereotypes”, “Contraception and Desire of the Child”, “Prevention of sexually transmitted diseases”, “Money and Sexuality”, etc. The feature of the modern French model is that the education of sexuality is not a separate subject, but passes through all disciplines, including literature, sociology, history and law.

It is worth noting that gradually French pedagogy from a sexual dominant in the preparation of a future family person goes to a more balanced comprehensive premarital education, starting with preschool age. An important feature of the current school sexology course is its unambiguous orientation towards family lifestyle.

Programs of sexual education in elementary school (5–12 years) of the British school provide for familiarization of children with human emotions, feelings, motivation and behavior in the field of family relationships. Sex questions, reproduction are studied first in the section “Human”, and later – in the sections “Plants”, “Amphibians”, “Mammals”. At the end of the twentieth century a number of educators in England made demands to include in the curricula of elementary school information about conception, intrauterine development of the child and childbirth. Particular emphasis was placed on the need to present the material in a special language – using scientific terms. In the programs for sexual education for pupils of the III grade of the British school, the following sections are listed: “Nature, life and gender”, “How the organism lives and develops”, “The Secret of the reproduction of a



person”, “Maturation”, etc. In class newspaper articles are read and discussed, including sensational titles: “The boy became a father”, “A woman turned into a man”, and so on.

Studying the conducting of the sex education of schoolchildren in the UK, P. Meredith highlights the principles, the observance of which is mandatory: all information received by children about sex should be given exclusively in the context of marriage and family; teachers should not teach, discuss, and introduce pupils the printed materials that are unlawful and unnatural in sexual practices; things that are obscene in the eyes of the public cannot be used as visual material; street terminology should not be used on lessons, the language of the teacher should correspond to the language of science; discussions, training and instructions on the use of contraceptives should take place in the context of family and marriage; any pornographic and obscene books and other printed publications, films, slides and videotapes should be excluded from the study (Meredith, 1989).

In the German Federal Republic, the subject *Sexualkundeunterricht* – lessons of sexual education – has been introduced in many lands. It is believed that at home parents are ashamed or afraid to talk about sex, so in schools were initiated conversations on sexual education and it is considered to be important in the development of children. In the 4th grade on the lessons of sexual education are revealed such topics as: Body, its functions, health. Gender differences and functions. Pregnancy and childbirth. Friendship. Love, its perception and expression. Once own sexual needs, as well as the needs of others. Prevention of sexual violence. Cultural differences in the perception of the topic of sexual intercourse.

From the 7th grade, the lessons are even more free and subjects (e.g. phallus, condoms), films, tests, reading on this subject go to the course. And the following topics are discussed: Love and sexual intercourse. Sexual orientation (affiliation test). Reproductive system of the organism (male and female). Women’s cycle. Menstruation. Conception and pregnancy. Embryo, fetus and childbirth. Features of contraception. Sexually transmitted diseases.

Educational subjects (literature, history, biology, physical education, labor training, etc.) play an important role in the realization of the basic tasks of sexual education at the German school. For example, in the guidelines for sexual education and curricula for general education in schools and gymnasiums of all the lands of the Federal Republic of Germany there are specific tasks of sexual education. At the lessons of biology in high school in Saxony, pupils expand their knowledge of reproduction and sexuality of a person, get acquainted with important phases of human embryonic development, and realize the responsibility of parents towards an unborn child (“Structure and functions of male and female genital organs”, “External and internal genital organs”, “Menstrual cycle of a woman and its hormonal disorders”, “Sexual maturity”, “Conception, pregnancy, childbirth”, “Prevention of pregnancy and abortion”, “AIDS and sexually transmitted diseases”, “Love and Marriage”, “Sexual Relations”). At the same time, they develop a positive, responsible image of friendship, partnership, gender roles, etc. A similar situation exists in other lands of Germany.

The worked out documentary materials allow us to distinguish the principle of multidisciplinary in sexual education. It is in the fact that this education should be carried out not only when indicated in the curriculum, but in all classes and in all places of school life, planned and out of the plan, consciously and unconsciously. The questions of sexuality, partnership, relationship of the genders, distribution of roles between them, love can arise in connection with various educational themes. For example, on the literature lesson a topic for discussing can become the expressions of consolation in the interpretation of the poem, on the class of physical culture – the question of coexistence of body and courage, on the lesson of country studies – the

question of the expediency or in expediency of the law on birth control, and on labor education – the question of the social division of labor between the sexes.

Many modern German educators, as well as directives from most of the lands of the Federal Republic of Germany recommend the separation of boys and girls during the study of specific topics. This is especially true for such topics as “Intimate Hygiene” and “Sexual Violence” (Etschenberg, Karla, 1994). It should be noted that in German schools, during the studying of certain topics, meetings with independent speakers are often practiced. They can be experts from different institutions or even parents who are being interviewed about certain problems of sexual intercourse.

The program of sexual education and premarital training in Sweden was called “Live together”. Education on sexuality, reproduction and contraception is carried out in stages and adjusted to the age and stage of pupils’ development. Biological, social, emotional and ethical aspects of sexuality logically fit into such school subjects as biology, religion, and social sciences. The subject “Sex education” is taught throughout the course of study. Teachers of this subject are united in the brigades. They are assisted by representatives of public organizations, physicians of family planning centers and school nurses. Sexual education in Sweden is a dialogue. But this does not exclude the use of numerous teaching aids, dummies.

The Swedish Sex Education Program “Sexual Education and Adaptation to Life in Interpersonal Relations” at the beginning of the 21st century is fundamentally different from previous programs, where sexual relations were seen as possible only under legal marriage. There is a rejection of true moral and sexual upbringing, which implies the spiritual preparation of adolescents for love, which, in turn, is the upbringing of intellectual, emotional, aesthetic, moral wealth, of what the complex world of people is expressed: the beauty of thoughts and feelings, inspiration, joy of communication with other people. The prior information emphasis was replaced by educational, the formation of high morality and “non-objectification” attitude towards the partner. Representatives of the Church (Swedish-dominated Lutheranism) have been involved in the upbringing and conduct of classes, and have greatly improved and expanded the use of modern educational means (cinema, television, etc.). Sexuality in Swedish pedagogy is recognized as having an independent value, not only in connection with marriage and childbirth. Adolescent sexuality is also considered normal. Sexual debut is a personal decision of everyone. Another thing is to avoid undesirable consequences and risks, including reproductive and epidemiological ones. Education is based on the principles of safe and responsible sex. Homosexual love is considered normal in Sweden, the country is fighting not with homosexuality, but with homophobia, including – in school environment.

Sexual education in Finland is built into the system of “education for health” and is mandatory. Early sexual education begins in kindergarten and the first six grades of the school (children from 7 to 12 years old). Each school has its own program. The course provides knowledge not only of health, but also of the physical, psychological and social development of adolescents, helping students better understand communication, human relationships, responsibility and care for each other. The seven-grade pupils receive knowledge about genitals and their functions, menstruation, ejaculation, puberty and communication skills. In the eighth grade, students learn about contraception, abortion, sexually transmitted diseases and HIV, sexual intercourse, first coitus, masturbation, dating, gender and sexual minorities, sexual dictionary, sources of sexual knowledge, media sex, sexual rights, sexual harassment and relevant legislation. The most important difference between the Finnish teachers and their American and many European colleagues is the lack of special care about sexual content.

The most liberal model of sexual education is accepted in Denmark, where sexuality is perceived as an important vital value. After the sexual revolution of the

1960s, the country recognized the right of freedom of sexual orientation and began implementing sex education programs at schools. Attendance of such lessons is obligatory, and if they are resisted by conservative parents, they are called to the director. Today in this country, the level of teenage pregnancies is the lowest in Europe.

There is no special lesson in the Danish school that tells about sex-related problems, instead they use an interdisciplinary approach. At different lessons, children are told about how their body changes during hormonal reorganization, about the biological aspects of sex and that it should always be voluntary. In junior classes the pupils are explained that their body cannot be affected without their desire, older children are told how to prevent pregnancy and distribute condoms so that they can try them on at home.

The typical feature of the Dutch model is that young people are not said how and what to do, but they are rather encouraged to think in advance what he / she wants, and develop the necessary communication skills and the preservation of personal boundaries. The focus is on interpersonal relationships. One of the cross-cutting topics of the Netherlands model of sexual education is safe sex, which involves knowledge of contraception and ways of prevention sexually transmitted diseases. The main suggestions in this area are: "Birth planning – better protection from pregnancy", "Pill does not protect you from STDs" and "Condom – the best protection against STDs". These three preconditions are combined into a general formula, which is sometimes called the "double Dutch method": if you want to have sex, use both a pill and a condom. The leading motive of this section is responsibility, and this requirement is addressed to both girls and to boys. An interesting experience is accumulated in foreign countries and in the issues of the formation of conscious paternity – the third component of the training of pupils for family life. In the most developed and adopted by all British schools the curriculum "Preparation of high school pupils for paternity", the formation of future parents has become an integral part of the school curriculum. It is worth mentioning the mobility of school programs of paternity. If programs of the end of XX century were somewhat idealized and stereotyped, today they are more realistic, meet the requirements of time. At the end of the 20-th – at the beginning of the 21-st century there were transformational changes associated with the democratization of society, the activation of the professional role of women.

Ukrainian researcher N.Levchyk gave a detailed description of the two programs offered by the leading experts for their implementation. One of them – "Parenting Skills", sponsored by the consultants and teachers of the subjects "Home Economics" and "Child Development" by Angela Goodwin and Jenny Patrick, is based on thematic areas. Its purpose is to acquire by students theoretical knowledge, the development of the practical skills and abilities necessary for the successful implementation of parental roles in a modern multicultural society (Levchyk, 2009).

The topics of the first two classes "Parental Relations and Roles", "Choosing a Marriage Partner" are devoted to the moral and psychological preparation of students to the creation of a family and to parental relationships, the right choice of marital partner, the awareness of the students of the value of paternity and the uniqueness of the implementation of parental responsibility, and as well as the study of mutual obligations on the readiness of both young people to become married, to reveal real views on parenthood in boys and girls. At the "Parenting Planning" and "The Behavior of a Couple Before Childbirth" classes, the teacher encourages students to consider the whole range of problems that arise in connection with the decision making by the spouses to be father and mother, indicating the attitude towards the child as the highest value in life of parents and society, introduces students to the repertoire of parental roles and responsibilities in the young family, difficulties in their performance.

The purpose of "Caring for a newborn child" and "Peculiarities of Parents' Care for Kids" is to show students the importance of formal and informal caring for a child and

mother after childbirth and justifying the necessary list of duties. They introduce to the students marital and parental values, the functions of single-parent and large families, their benefits and disadvantages, as well as stimulate discussion about the manifestation of feelings, the rising up the feeling of empathy in boys and girls to mother and child. At the lesson “How much does a baby cost?” the financial aspect of expenses related to the appearance of a child in the family is investigated. The lesson “Educate in the game” is devoted to a game form of development, influence of the game and toys on children’s development.

Preparation of pupils for the performance of parental functions is also in the schools of Germany. This problem was investigated by I. Grechin in her PhD work (Hrechyn, 2012). She analyzes the federal program “Time for reflection about children” (“Babybedenzeit”). In this project, girls and boys have the opportunity to live four days with a plausible “baby simulator”, which is programmed for round-the-clock care. Teachers who have undergone an advanced training course in this area are accompanied by a project aimed at preventing unwanted pregnancies, adolescents’ awareness of their daily parental responsibilities, preventing harsh attitude towards children, training parenting skills and disseminating information about safe and conscious treatment of contraceptives, development of reflection on future family planning. In addition, this curriculum includes children’s health, life safety, parenting styles. The developed “baby simulator” allows students to live close to the reality of everyday life, as with a real child. Its needs are identical to the needs of a real infant. In this case, it’s about plausibly designed dolls who want to be fed, swaddled and calmed down, they can scold, cough or tear off. The “Baby Simulator” is great for working with adolescents and enabling a holistic experience, thus influencing parenting through their own experience. Along with the usual “baby” (which may have different skin colors), there is also a child with the consequences of parents’ addiction and a model with the consequences of alcohol defects. The target group is 13–18 year-old adolescents and youth (Babys sind).

The curriculum of the program includes the following topics: life planning, parental responsibility, baby care, child health, life safety, parenting styles and parenting attitude to the child’s life. The main objectives of the program are to familiarize adolescents with the needs of parents and children, various aspects of pregnancy, birth, peculiarities of child upbringing, parental sense of responsibility, relationship with alcohol and drugs during pregnancy, the whole range of services (organization and assistance), practical child care support (Yavorska, 2007: 159). Students of both sexes in some schools are offered volunteering in kindergartens. Teachers help students to acquire various practical skills, such as: making toys for kindergartens.

Thus, the preparation of school youth for family life and sexual education in different countries begins at different times. In the UK, Denmark, Germany, France, Sweden and Japan, they are usually run from preschool. Mandatory sex education includes primary and upper grades in a number of countries (the USA, Germany, Denmark, Belgium, the Netherlands, France, Sweden), and in some cases only begins at the 2nd-grade school (Japan, China). Moreover, the discussion of problems appears both in schools with a common, and in schools with separate education of boys and girls (France).

Today there is no single unified model for preparing young people for marital life. We managed to identify the following main types of future family person preparation:

Type I. Pre-marital education, reduced to sexual education in the narrow sense of the word, is based largely on the Swedish model of the 1960s, which meant exclusively the preparation for sexual intercourse both in and out of marriage. Sexual life is considered autonomously, in isolation from marital life and family. The main goal – the teaching of effective ways of sexual art, prevention of pregnancy, physiological aspects of sexual life, prevention of sexually transmitted diseases, etc.

Type II. Preparing for interpersonal relationships between genders is a humanized version of traditional sexual education that provided information on humane sex, taking into account differences in the psycho-sexuality of sexes, about love as a feeling that fills sexual experiences with humanistic content (Denmark, Finland, and Sweden).

Type III. Preparation for marriage and marital life is typical for the United States and Eastern European countries (Czech Republic, Poland, Belorussia), as well as for Latin culture countries (Portugal, Italy). In this model sexual education is combined with the preparation for the implementation of marital roles; it is considered an integral part of the preparation for an adult merger. Matrimonial and family life is interpreted much wider than the sexual coexistence of two persons, is considered in a broad social context.

From the foregoing, we conclude that foreign experience can be successfully extrapolated into Ukrainian practice of pre-marital education of students.

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