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PROFESSIONAL COMPETENCY OF MODERN SPECIALIST:  
MEANS OF FORMATION, DEVELOPMENT AND IMPROVEMENT

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## **FAMILISTIC PREPARATION OF A FUTURE TEACHER**

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**Abstract.** *The article is dedicated to the relevant issue of familistic preparation of a future teacher of general academic school. The notion of "familistic competence" is introduced for first time. The main constituents of this integral characteristic of a modern teacher are analyzed. The results of the study ascertained that theoretical knowledge, psychological attitude and practical readiness of general academic school teachers and alumni of pedagogical institutions in the issues of gender, marriage, family and intersexual communication are on a very low level. The authors' vision of the ideal model of familistic preparation in pedagogical institution is presented. The content component of familistic preparation of a teacher is analyzed as well as technological tool for the implementation of the content. The familistic potential of educational subjects of pedagogical university, possibilities of extra-curricular work and pedagogical practice of future teachers' preparation to pre-marital pupils' education are investigated. Presented mathematical calculations prove the efficiency of experimental work carried out by the authors.*

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### **Introduction**

Sociological and pedagogical researches of the youth preparation to family life have ascertained the serious transformations of marriage and family relations: prioritizing by the youth the extra familial relations; increase number of one-parent families; lack of special knowledge about formation and functioning of the institution of the family; lack of awareness of family relations significance in social and professional development of the individual; decrease of the population and low stability of marriage-family relations; increase in divorce rate and extra-marital birth; loss of prestige of motherhood; loosening of the system of behavior norms in the family, marriage and traditional assumptions about sex role; dissatisfaction of many families about emotional and psychological climate in a family; distribution of asocial manifestations in the families.

Sociologists-familiologists draw a pessimistic picture of a family in a near future which is characterized as unstable with weak paternity-marriage-family ties; with extreme decrease of childbirth; destruction of continuity of older and younger generations of the family; decrease in number of so called secured families; increase in number of one-parent families, etc. Marriage loses its role as a normative regulator of sexual interaction. As a result, the marriage ceases to be an unconditional norm, which defines the standard of behavior.



Often marriage does not precede sexual intimacy but it affirms; normative marriage pattern is substituted by a wide variety of life styles and alternative marriage patterns; low control over pre-marital sexual youth behavior, liberalization of sexual moral causes the tendency of reducing the age for sexual life beginning, though the average age for marriage is increasing. Based on the modern family analysis we can say that this was the result of negligent attitude towards the issue of pre-marital youth preparation. In fact, the presentation of even senior pupils about their future family is egocentric and locally situational in nature, which is a consequence of spontaneous formation of the family image during childhood and adolescence. Young people don't have the most important household skills, there is a lack of readiness for conscious paternity, there is a lack of understanding of the psychological characteristics of the genders, there is a sexual ignorance etc. Practical pre-marital preparation through educational curricula in Ukraine has not started yet. Suchomlynskyi said: "It seems to me that the high school doesn't do the main thing that it has to do – does not teach to live" [1: 245].

The situation with the issue of *popular science literature* on marriage-family and sexual topics for teachers, parents and particularly for the pupils of different ages is not better. Unfortunately, very often popular science books and articles that arise issues of sexual education of students and prepare them for family life are written by urologists, gynecologists and sometimes venerologists etc.

*Insufficient development of the problem* of preparing students to the family life *in the home scientific researches* makes it relevant. The analysis of sociological, psychological and pedagogical literature makes it possible to conclude that the boom of interest in marriage-family subjects was at the end of the 20-th century. Despite the fact that the study of the institute of the family was carried out at the junction of such subjects as philosophy, sociology, demography, economics, jurisprudence, psychology, pedagogics, medicine, physiology, genetics, ethnography, ethics, history, the holistic, integrative approach to solving this complicated interdisciplinary problem was not realized, because each of these sciences considers its aspect.

However, in many works of that period, there was accumulated a wealth of empirical and theoretical material reflecting various aspects of marriage and family (Boyko O., Vievskia M., Hlavatska O., Hovorun T., Kikinezhdy O., Kravchenko T., Lutsyk D., Mezeriya I., Postovyi V., Rybalka O., Yatsenko L., and others). Unfortunately, today, despite the significant transformation of marital and family relations, the intensity of scientific research has fallen sharply today.

There are no fundamental work on the generalization of national experience of youth preparation to family life and comparative and pedagogical analysis of the problem under investigation in foreign countries. That is why today there is a need to create a multifaceted comprehensive family science - *familistics*, which has to overcome this disunity of researchers.



Taking into consideration the negative trends in the family formation, the shortcomings in the pre-marital education of schoolchildren, ignoring by pedagogical educational institutions the problems of preparing future teachers for work on the formation of a future family person, as well as the lack of fundamental theoretical and methodological developments of the problem of preparing students for family life, the theme of our research has been chosen.

Taking into account the above, in the beginning of the XXI century the familistic competence of the teacher becomes very important. Its absence usually results in the reproduction of social prejudices, gender discrimination, unreadiness of school graduates for adult life in general and a healthy family in particular, and so on.

If the hospitals treated people based on quackery, if the factories and universities were managed without special training, at the level of ignorance - chaos and devastation would quickly reign around everywhere. And family life goes on at exactly the same level. *Just think*, - wrote Sukhomlynskyi, -: *not everyone are to be physicists and mathematicians, but everyone will become parents, husband or wife*» [2:381].

### **1. Familistic competence of the teacher and the main components of the process of its formation**

Under the familistic competence of the teacher, we will understand the systemic education of the personality of the teacher integrating knowledge of the basics of familistics, the need and ability to apply them in practical pedagogical activities, the ability to solve the tasks of this activity at a high professional level, the desire for self-education in this sphere. This is a relatively autonomous subsystem in the system of professional competence of the teacher and his personality in general and includes: *the social component* (readiness of the individual for family life); *socio-pedagogical component* (interaction of teachers with families of their students, with the public to increase the efficiency of the process of preparing students for family life); *professional pedagogical component* (teacher's willingness to prepare students for family life); *person-transforming component* (self-improvement of personality as a family man and a teacher).

*Familistic readiness of the future teacher* is a qualitative characteristic of his professional culture, due to the mutual influence of the five structural components: professionally significant personal qualities, motivational, cognitive, emotional, volitional, and operational. In order to determine the level of vocational readiness of the teacher, we made an assessment that covered 120 teachers of secondary schools of Ternopil region and 650 graduate students of different faculties of the Ternopil National Pedagogical University. Different research methods were used: surveys, testing, ranking, self-estimation and the opinion of "competent individuals". The assessment was conducted in accordance with the criteria we set out for the teacher's professional readiness to work on preparing students for family life [3: 648-654]



At the second stage, there was *an assessment of the level of psychological readiness* of teachers and students to work on preparing pupils for family life, especially to sexual education and organization of interpersonal communication. At the same time, the method of self-rating was used with the additional involvement of other, more specific, methods. The results of the assessment of psychological readiness revealed a lower level for both teachers and graduate students: 64% of students and 48% of teachers showed a low level; 17.5% and 25.6%, respectively, the average level, 18.5% and 26.4% - high level of psychological readiness.

The results of the study showed that the theoretical knowledge of teachers and graduates of the pedagogical educational institution in matters of sex, marriage, family and interpersonal communication was low. Answering the questionnaire, most of them could not precisely differentiate the concept of "preparation for family life", "gender socialization" and "sexual education". They showed weak understanding of the special terminology, could not specify the themes of school subjects, which can be used to prepare pupils for family life and were afraid of questions from pupils of a sexual nature due to lack of orientation in this problem. According to the assessment, the low level of theoretical knowledge was found in 48% of students and 34.2% of teachers, high - respectively 12% and 28.3%.

*The level of practical preparedness* was determined by two characteristics: activity and competence in solving specific problems of moral and practical content, in role games at laboratory and practical classes and during pedagogical practice. In the course of our study, it was found that most students, the future teachers, are at a low level of readiness for this kind of pedagogical activity.

Thus, the results of experimental work showed that the low level of familistic readiness was characteristic of 78% of students. We attributed this fact to the lack of attention to this type of activity in the preparation of teachers. 61% of teachers pointed out the imperfection of educational curricula in educational institutions. The average level was demonstrated by 17.8% of students and 26.3% of teachers, high - respectively 4.2% and 11.7% of respondents.

The reason for this is the inadequate work of educational institutions in education on this important problem of professional training. Unfortunately, the curricula of pedagogical universities do not foresee mastering the basics of familistics by students - future teachers, although the urgent need for this is obvious. This is weird because in the faculties of social sciences, law and economics, the main familistic research directions are studied. Familistic component of professional and pedagogical competence will ensure the priority of the teacher's training on of the family values, children and family life. It also the most comprehensively reflects the sphere of knowledge about the family, the study of which is necessary for the teacher to work on preparing pupils for family life, interactions with their families, as well as for their own family life. Therefore, it is necessary to design such a pedagogical technology of training, which will be aimed at forming familistic readiness of future teachers.



The importance of familistic competence of the teacher is due to the fact that teachers are the main agents of preparing pupils for family life and have a great influence on the formation of ideas about marital and family relationships, the qualities of men and women, their roles, and professional activity among pupils. Based on the analysis of scientific literature and the results of the study, we attempted to point out the main criteria for the professional readiness of teachers to prepare pupils for their family life, namely the theoretical knowledge, psychological readiness and practical preparedness.

**Theoretical knowledge includes:** knowledge of gender issues, marriage and family; knowledge of the features of psychosexual development and sexually based behavior of children; understanding of the dynamics of interpersonal communication and communication between genders at different stages of school teaching; awareness of the place of his or her subject and extra-curricular work in the general system of gender socialization and preparation of pupils for family life; knowledge of the basics of the method of pre-marital education, etc.

**Psychological readiness** includes awareness of the future teacher about the goals, objectives and social necessity of pre-marital preparation of schoolchildren; persistent cognitive interest in the study of gender, familistic and sexual problems, aspiration for self-education in this regard; self-assessment and self-correction of their professional training; understanding of the psychological characteristics of the sexes and the psychology of the spouses relations, including sexual relations; absence of complexes and false shyness among pupils; emotional and volitional preparedness; self-confidence, self-control; a set of psychological methods of studying personality, etc.

The psychological readiness of the teacher to fulfill the tasks of preparing pupils for family life involves the formation of a complex of personal qualities, among which we have identified: 1) individual traits; 2) qualities based on psychological mechanisms; 3) qualities based on pedagogical abilities.

Among the *individual traits* of the future teacher, we pointed out the *emotional sensitivity* (kindness, humanity, ability to feel the pupils mood, his or her perceptual abilities, readiness for help, ability to support emotional communication, ability to cooperate); *sense of delicacy* (benevolent attitude towards the pupils, lack of acutance assessment, attribution, dichotomy, stigmatization); *a sense of humor* (the ability to support the emotional state of students, the ability to inspire pupils to self-improvement); *sense of intuition* (ability to extrapolate pupil behavior, anticipation prediction of the results of certain actions or influences to check their effectiveness in practice), etc.

To the *qualities based on psychological mechanisms*, we attributed the following: *reflection* (the ability to see oneself in the eyes of the pupil); *identification* (the ability to think mentally on the pupil's place and on the basis of awareness of his problems explain his behavior); *empathy* (ability to understand emotional state of the pupil); *decentralization* (the ability to give up his egocentric assessments of the student).



Among the *qualities based on pedagogical abilities*, we pointed out: *a sense of the object of influence* (the ability to select the information that causes the greatest emotional response); *feeling of tact* (demanding in conjunction with respect, the ability to encourage, but not to be excessive here, severity, but without patronage, attentiveness with a sense of measure); *sense of measure* (a feeling of change occurring in the individual under the influence of various influences); *sense of guidance*, which helps the teacher to constantly rely on the ability of pupils, take them into account and have ways of transferring pupils to a higher level of development.

*Practical preparedness* means pedagogical techniques of influence on students; skills in the organization of interpersonal communication; the methods of sexual education, sexual education and pre-marital preparation of schoolchildren; informational, organizational, constructive, gnostic and communicative skills. The practical readiness for the successful implementation of sex education of the students and their preparation for family life requires the teachers to have such skills as:

- *informative*: selection of materials, measures, the most effective for sexual education and pre-marital preparation of students; telling information, proof, use of opportunities of educational subjects for forming in pupils the correct understanding of love, friendship, interpersonal relations, peculiarities of marital life;

- *analytical*: to find in the theory of sexual education and learning the ideas, conclusions, regularities, adequate to the logic of the phenomenon under consideration; to correctly diagnose pedagogical phenomena; find the main pedagogical problem (the problem of sexual education, preparation for family life) and ways of its optimal solution; to assess the level of sexual education and education on the basis of an adequately selected survey methodology; to observe and analyze the process of pre-marital preparation of schoolchildren, to make concrete recommendations for its improvement, to carry out corrective work on the basis of the analysis of the results obtained and the identification of the causes of the shortcomings in sexual education; to analyze the equipment of the pedagogical process by didactic and visual aids, to give recommendations on creating a subject-developing environment that meets the peculiarities, abilities and interests of children of different sexes.

- *organizational*: to be able to be involved in various types of activities of pupils (cognitive, game, labor, communicative) for the purpose of sexual education; create conditions conducive to the successful implementation of the sexual education process; to choose the most rational forms of work with students, the most effective methods of work depending on the particular pedagogical situation; organize their own pedagogical activity in sexual education; to mobilize a team of children to perform their tasks by personal example, various means and forms; to stimulate the work of students and to help them: to stimulate self-education; to create conditions for the expression of activity, independence, initiative during various activities on the sexual education of students and their preparation



for family life in classes and in extra hours; organize a team for performing educational functions of sexual education as an important part of the pedagogical process;

- *constructive*: to determine the specific purpose and tasks of sexual education and pre-marital preparation, taking into account the age and individual characteristics of the members of the team, ways to achieve the goal; be able to design the development of the personality of the child, a group of children, taking into account gender; be able to predict the development of personality: its personal qualities, feelings, will, behavior, possible deviations in sexual behavior, difficulties in relationships with peers of the opposite sex; to draw up a plan of work on sexual education of pupils and their preparation for family life, to obtain content; to develop a close, middle and long-term goal of sexual education of students; nominate and solve the tasks of pre-marital preparation from the position of an integrated approach; to foresee and plan in advance the relations with children, to implement a system of control and self-control; be able to select the necessary didactic material, children and methodical literature in accordance with the tasks of sexual education, taking into account the age and individual characteristics of children;

- *gnostic*: to understand the essence of sexual education; know basic concepts, terms of sex-oriented socialization, sexual education and pre-marital training; be able to independently acquire knowledge of the problem; to know the individual, age, sexual characteristics of children; to study the personality of the student and the group of the students in order to assess their development and education in the aspect of sexual education; observe, analyze and reflect on personal work, the experience of colleagues and the best teachers on this problem; to foresee the influence of educational forms, means, methods and techniques of sexual education and pre-marital preparation of students;

- *didactic*: to transfer their knowledge to students, to explain the categorical notions of sexual education, the culture of interpersonal relations, marital life; to defend the correctness of their judgments, to help them in assimilating and applying the acquired knowledge in life, to form a high level of awareness of their own behavior, to make productive use of the possibilities of educational material for the sexual education of students; to have verbal and non-verbal means and methods of knowledge and experience transfer; to be able to compose notes for specific classes, conversations, develop didactic games, manage storyline-role games of everyday character; be able to provide advisory assistance to parents, teachers of various subjects, etc. ;

- *communicative*: to establish pedagogically-expedient relations with students; to find an individual approach to each student; do not complex when talking about erotic-sexual topics; to properly interact with parents, colleagues in work on this problem; the ability to solve delicate issues, such as personal hygiene, sexual and reproductive health, HIV / AIDS prevention, friendship, dating, harmful habits, etc.; competence, personal comfort on a wide range of issues, in particular familistic, gender and sexual; regulate the relationship between children, resolve conflict situations, switch child's attention; be able to



organize the exchange of professional-significant information on the sexual education of schoolchildren; the ability to refer to relevant sources of specialist knowledge when necessary.

The effectiveness of work on the sexual education of schoolchildren largely depends on the degree of mastering of the teacher of relevant psychological, pedagogical, and special skills. Based on the analysis of psychological and pedagogical literature, the study of experience, we have developed a *model of training future teachers* for the organization of sexual education, sexual education and pre-marital education of students, which is based on an integrative principle that allows you to trace the connection between various components of independent pedagogical activity, improve educational process of preparing a teacher for the organization and conduct of school work on sexual education of students and the formation of a future family man. This model includes the following main components – motivational, target, operational, and resultative. They cover all the knowledge and skills necessary for the practical use by the teacher of gender education, sexual education and pre-marital education of schoolchildren.

The development of the *motivational component* of readiness is decisive in the formation of others and is achieved by creating a favorable environment for the student, when he aspires to independence, adolescence; increases general activity, attention to the opinion of others. He has a desire to realize himself as a person, to expand the boundaries of his knowledge and diversity of interests, to know the true value for society of gender relations and the role of these relationships in the development of society itself.

The *target component* of the training process is aimed at achieving two goals:

- the formation the students mindset for the implementation of the tasks of sexual education and pre-marital preparation of pupils in the conditions of a secondary school, the achievement of which contributes to the solving of following tasks: a) formation of professional motives for future teachers for solving the problems of preparing pupils for family life; b) the development of the students interests in the problem, stimulating the desire to apply the knowledge gained, acquired skills in practice; c) formation of psychological readiness for work on sexual education and pre-marital preparation; d) psychological and pedagogical mindset of a person as a representative of a certain sex, orientation on the formation of sexually-oriented behavior of pupils;

- the formation of the system of knowledge, skills and abilities of the organization of work on sexual education and pre-marital preparation of pupils for students. For the achievement of which the following tasks must be solved: a) the formation of students' modern ideas about the specifics of work on sexual education and pre-marital education of schoolchildren ; b) mastering by the future teachers the technologies of pre-marital preparation of schoolchildren; c) acquaint students with the problems and difficulties of sexual education of schoolchildren.



The *operational component*, as a reflection of practical readiness, combines an ordered set of pedagogical skills necessary and sufficient for successful work on the formation of sexually-oriented behavior of schoolchildren and their preparation for family life: gnostic, constructive, communicative, and organizational.

The dominant content of training should be an ethical component that takes into account the culture of human relationships. It is advisable to implement a special integrated course to cover this problem comprehensively by integrating knowledge of different branches.

The *resultative component* of pre-marital education involves determining the level of preparedness of a graduate of a pedagogical institution for organizing the sexual education of schoolchildren and preparing them for family life.

## **2. Content and technology of familistic preparation of a teacher in a pedagogical institution**

The analysis of the curricula of pedagogical institutions has shown that most of the general education, socio-ideological, psycho-pedagogical and professional disciplines have potential opportunities for forming the readiness of future teachers for sexual education and pre-marital education of schoolchildren. This can be done by establishing links between individual course topics.

Under the *content of familistic preparation*, we understand the system of psychological and pedagogical, special knowledge that students acquire in the process of learning in various activities (educational, extra-curricular, research). The content of the training is determined by the peculiarities of sex-oriented socialization and pre-marital training and includes the following issues: knowledge of the history of marriage and family relationships; goals, objectives, principles and content of pre-marital preparation of schoolchildren; peculiarities of sex-socialization; characterization of the basic directions of sexual education of schoolchildren and their preparation for family life; effective forms and methods of work on sexual education of schoolchildren and their parents; mastering the basic concepts, such as "social and sexual roles", "culture of intersexual communication", "differential pedagogical influence", etc.

In the process of research and experimental work, it was proved that the effective formation of future teachers' readiness for work on sexual education and pre-marital preparation of schoolchildren is carried out by realization in the educational process of the following *psychological and pedagogical conditions*:

- actualization of the students of the pedagogical institution motivation to acquire various forms, methods and means of sexual socialization and pre-marital preparation of schoolchildren;

- the inclusion of new content elements into pedagogical training in the field of sexual socialization and pre-marital education;



- a combination of analytical, training and practical work of the students in their familistic preparation;
- creation of special courses on this issue with the inclusion of questions about gender, sexuality, family, marital conflicts, etc.;
- the use of practice-oriented learning technologies aimed at the permanent development of structural components of the students readiness to work on preparing pupils for family life;
- the use of practice-oriented learning technologies aimed at the permanent development of structural components of the readiness of students to work on preparing pupils for family life;
- taking into account the gender peculiarities of students in preparing them for sexual education and pre-marital preparation of pupils;
- a combination of competency and gender approaches to the teacher's familistic preparation;
- stepwise assessment of the level of the students familistic competence;
- encouragement of the students to reflect on their knowledge and skills in this area of professional readiness.

The key elements of effective faculty training of teachers are:

- a) creating domain knowledge base on the studied issues (to form skills to work with different sources of relevant information);
- b) creating an effective and supportive environment in higher educational institutions for students to master pre-marital preparation and gender socialization programs;
- c) the use of broad-based teaching methods (role-playing games, staging, debates, discussions, group processes, etc.);
- d) constructive criticism and positive support for certain issues;
- e) access to and assessment of quality teaching and learning resources.

Work on preparing students for the formation of a future family person included activities carried out within the framework of three modules: theoretical, methodological and practical. Work within the framework of the *theoretical module* was carried out according to the following main directions:

- inclusion of information on pre-marital preparation, moral and sexual education into the subjects of the humanitarian cycle in order to form the motivational and value attitude of students towards physically and morally healthy life as a social, professional and personal value;
- consolidation of information on pre-marital preparation and moral-sexual education in the content of the subjects of the psychological-pedagogical cycle in order to form a system of knowledge of students on the actual problems of preparing a future family person;



Work within the *methodological module* was based on the fact that in the course of the ascertaining experiment the conclusion was drawn about the insufficient professional level of teacher preparation.

Within the *practical module*, we conducted a special course "Preparation of Student Youth for Family Life".

Into the process of gender and familistic competence formation of the future teachers we tried to include all the subjects provided by university curriculum. In the content of these subjects we tried to select those material, which directly or indirectly would help the improvement of professional training of the students in this sphere. To accomplish this task, we have been working with the teachers of history, philosophy, law, cultural studies, foundations of health and other subjects, in which the problem of familistics is reflected one way or another. Of course, this does not mean a radical transformation of these courses, but only the real possibilities for strengthening the necessary aspect, focusing on it, which would promote the development of cognitive interest of students in marital and family problems, sexual relations, and psychosexual health. For example, with the problems of sociology of the family, students became acquainted when studying the course of sociology, with the legal basis of marriage and family - when mastering the course "Introduction to legislation", the moral aspects of marital life and aesthetic values of the family in the course on the basis of ethics and aesthetics etc.

The greatest share in this process, of course, belongs to the disciplines of the *psycho-pedagogical cycle*. Therefore, we have been constantly improving the curricula, because the disciplines of this block have great opportunities in the practical preparation of the future teacher for work on gender socialization and pre-marital preparation of schoolchildren, and tried to maximally adjust the content of these disciplines in terms of appropriate training of future teachers.

Studying the *normative course of pedagogics*, students acquire not only the knowledge of the theoretical foundations of pedagogical science and the ability to effectively organize the education of pupils, which is crucial for the preparation of a teacher of a secondary school, but also master the issues of sexual education and technology of preparing students for family life. Unfortunately, as the results of our study have shown, not all teachers pay enough attention to this problem. Taking into account this, recommendations were developed for teachers of pedagogy on the use of material of separate topics for preparing students for future work on the formation of a future family person.

The *course of history of pedagogics* has a great possibilities to inform the students about the problems of sex education training the students to a family life. Studying the history of education and pedagogical thought in different periods from ancient to modern days, the future pedagogues due to appropriate help of the teachers may attain a necessary information for understanding of trends of development of the investigated problem, to



compare the ways of its solving in modern foreign and native pedagogics. For example, while studying the pedagogical heritage of A. Makarenko and V. Sukhomlynskyi it is possible to sharpen the attention of future teachers to the attitude of the classics of native pedagogy to interpersonal relations of pupils, their desire to form in children the experience of an unsexual love, the importance of sexual enlightenment, etc.

To provide the future teachers with the tools and methods of educational work, necessary for practical activity in the sphere of forming a family person, is one of the tasks of the course *"Educational Technologies"*. Considering teacher's technique as one of the most important factors in the formation of his or her professional readiness for work on pre-marital preparation of schoolchildren, in our study, much attention was paid to studying its essence.

During the formation of a teacher's readiness to training the pupils to a family life the resources of pedagogical disciplines were maximally used, which are normative for all the specialties of pedagogical institutions. The course program *"General psychology"* gives the future pedagogues knowledge of the problems of methods of psychological studies; psychical human structure, functional asymmetry of the brain; sensation mechanism; the peculiarities of development and formation of emotional-volitional sphere of personality; methods of communicative sphere investigation, individual psychological peculiarities of personality (temperament, character, and gender peculiarities).

During the studying of the course of *"Developmental and pedagogical psychology"* the students get acquainted with such problems as the peculiarities of psycho-sexual development of the children of different ages; psychology of sex education of the pupils; psychological gender differences and taking it into account in education; psychological basics of individual approach to sex education, a psychology of self-education, psychology of intersexual communication and friendship; psychology of pupils' leisure, psychological new formations during puberty, prevention of wrong development etc.

The program of the course *"Gender Psychology"*, which is included in the number of elective courses, includes the following topics: "Differential Socialization", "Gender Psychology and Sexuality", "Psychological Support of the Gender Development of the Child" and others.

Developmental psychology as a basic academic discipline is aimed at studying the age dynamics of the human psyche. In this course, theories of assimilation of the sex role and mechanisms of sex-role socialization (psychoanalytic, social education, new gender psychology, etc.) can be used as gender information.

Recently in educational curriculums of pedagogical institutions has appeared a new course of *"Man and the Environment"*. The studying material of the Human Health module of this course, focused on the teacher's medical and hygienic training, has been successfully used by us to form a professional readiness to work on preparing students for family life and, above all, solving the problems of sexual education of schoolchildren. Special attention



was paid to the following two themes: "Mental health" and "Psycho-hygiene of the family and sexual education". Studying the first topic, the students became acquainted with the concepts of stress, psycho-emotional strain, neurosis, studied the basics and methods of psycho-emotional release. The psychological aspects of the development of sexuality, the consequences of early sexual activity, reproductive processes in humans, the basics of pygo-hygiene of pregnancy and motherhood, ways of achieving the psychophysical compatibility of marital partners, issues of sexual education, conditions for the prevention of sexually transmitted diseases and AIDS future teachers meet in the study of the topic "Psychology of a family and sex education".

The means of formation of the future teachers' readiness for the education of a family person in our work were: a special course "Preparation of pupils for family life» developed by the authors and introduced at most departments of the Ternopil Pedagogical University, the course "Gender Pedagogy" on the specialty "Social Work", the course "Sexual pedagogy" at the psychological department of the Institute of Pedagogy and Psychology, the course "History of Gender Pedagogy" at the Faculty of History, etc.

In our experimental work, we determined the psychological and pedagogical conditions that ensure the effectiveness of preparing the future teacher for sexual education and pre-marital preparation of schoolchildren:

- the inclusion of new content elements into pedagogical training in the field of sexual education;
- formation of readiness in the interconnection of all its components on the basis of creating a favorable psychological atmosphere in the classroom;
- a combination of analytical, training and practical work of students, adequate to their level of training and learning tasks;
- the classroom training on issues of premarital sexual education, close to real school environment;
- creation of a special course about sexual education or pre-marital preparation.

The conceptual side of the special course "Preparation of students for family life" is provided by providing the students with a system of knowledge and skills that cover the theoretical foundations of psychosexual development, interpersonal communication, sexual education, marriage and family relations, as well as the mechanism of pedagogical interaction "teacher-student" in the organization of sexual education, the development of pedagogical technology and mastering the appropriate tools. The peculiarities of the methods used in practical classes (role games, solving specific psychological and pedagogical tasks, psychological and communicative trainings) increased the interest of students in these classes. As evidenced by the collected facts, the use during the course of the principle of role perspective and the method of simulation of professional situations, in which the student is working out the technique of pedagogical interaction, guarantees the conditions for the formation of future teachers' preparedness for pre-marital education of schoolchildren.



In the methodology of holding classes on this special course we have determined two main approaches. The first approach was carried out through the inclusion of this or that material into the syllabus of psychological and pedagogical disciplines. This approach is mainly based on retransmission, reproduction of social experience. Another approach was about the use of innovative forms of learning, the main purpose of which was to provide students with the opportunity to learn new experiences based on the purposeful formation of creative and critical thinking and experience in teaching and research activities. Training in this case serves as the organization of learning and research activities; educational-game, simulated activity; active exchange of ideas in the form of creative discussion. The set of active methods and techniques is included in the traditional forms (lectures, seminars, practical classes, solving pedagogical tasks, modeling pedagogical situations) and non-traditional (workshop-auction, project defending, cognitive ring, meetings of a club of connoisseurs, business games) forms of training.

The following forms were used to prepare students for work on sexual socialization and pre-marital preparation:

- *role-playing games* that promote the development and formation of the creative personality of the teacher. In role-playing games students have the opportunity to play out the situation, performing certain roles, playing action;

- *creative problem tasks* (for example, development of draft resolutions aimed at improving material assistance to young families, a scenario for conducting with students an educational lesson dedicated to pupils deviational sexual behavior, didactic games and manuals, models, competitions on knowledge of lullabies and making up tales for children) aimed at professional motivation for organizing sex education of pupils, the formation of practical skills in organizing work on pre-marital education in the conditions of secondary school, corrective work with children who have harmful habits.

- *resolving* by future teachers the pedagogical *situations* in which they could best realize the functions of differentiated pedagogical influence on the formation of sexual behavior of schoolchildren and their preparation for family life. At classes students were invited to play different situations with which the teacher meets in his professional activities in the process of pre-marital preparation of pupils. Exercises, role-playing situations and the clarity of the situations discussed make the conversation with students substantive;

- *writing essays* by students on a wide range of topics about familistic and pedagogical issues that are intended to reveal the general level of students' competence in this problem, to stimulate cognitive interest in it, for example, students are invited to write essays on the theme "One day from the life of my future family," "What would I change in my family."

- *questionnaire "Proverbs"*: "To what extent do you agree with the following judgments (I fully agree - 5 points, I rather agree - 4 points, hard to say - 3 points, I disagree more - 2 points, I totally disagree - 1 point)?"



"A man is a head, a wife is a soul";

"You will get old enough from a bad wife, from a good one - you will be young."

"The path to the heart of a man lies through his stomach."

"Not the hostess who speaks, but the one who borshch cooks"; etc.

- the *"Family Chronicles" method*, in the course of which the students first write on the sheets of paper the stages which, in their view, the family passes from the moment of the birth of the relationship to the registration of the marriage, as well as in different periods of the family life, and later the group discuss the results;

- the *"Brainstorming method"*, realizing which curator asks the audience the question: "What is the concept of a family for you?", "What are the main stages of its development?", "What are the main difficulties of modern young couples?", "What stands for the basis for creating a family?", suggests to give one's own answers to the question and expresses his opinion about the results obtained;

- the method of *"Bureau of Findings"*, when students are asked to make a social and psychological portrait of an ideal marriage partner, and later the results are discussed;

- the method of *"Conceptual Chart "Division of Family Duties, ""* in which students are asked to divide responsibilities in the family between a husband and a wife and display the generalized material in the conceptual chart;

- *"Interview" method*: for example, the teacher invites students to ask a lawyer questions they are interested in, or to interview an employee of the civil registry office.

- *"Way Out Search" method*. Students were encouraged to comment on and find a way out of the following situations. Here are just a few of the following:

1. 15 year old girl wants to go for a weekend with a large group of friends to a country house of one of her classmates. Her father doesn't allow her to go, but repeats the argument repeatedly: "I know what guys need from you." The girl asks to explain the reason for the refusal.

2. A 10-year-old child asks the dad: "Who are prostitutes and why are there so many programs about them on television?" (One father replied that they are the women who sell their love for money. Is this enough?).

3. A 10-year-old boy asks mom: "What is sex and why are adults doing it?" etc.

- the *"Association" method*. Students are asked to pick up 1-2 associations for each letter of the word "Family": F - ...; A - ...; M - ...; I - ...; L - ...; Y - ... Later, students exchange their associations by setting up an associative series. In conclusion, students are asked to reflect on the information received, pointing out all the essential features of the institution of the family.

- method *"Non-standard situation"*. The offered situations were printed out and hidden in envelopes, which students took out one by one. The difficult family conflict situations were offered and the students had to solve them reasonably. Here are just a few examples:



Situation 1. On a Saturday, spouses have different plans: a husband is invited to a corporate party, and his wife to her friend's birthday. But everyone wants to spend this evening together.

Situation 2. On Saturday, a young family needs to nail on window ledges, wash their clothes, buy food and prepare lunch, wash their dishes and floor, take things to dry-cleaner and take shoes for repair. Suggest the order of friendly and concerted actions of husband and wife.

Situation 3. Your wife is in a bad mood because of troubles at work, which she does not want to tell about. It is necessary to make her flutter and provide moral and psychological help.

- the *"Culinary Combat" method*. Students are offered any culinary tasks - salads or canapés, sandwiches or juices, etc. The main thing that is appreciated here is the consistency in the actions and, of course, speed and quality.

A positive contribution to the familistic preparation of future teachers was made by the recently introduced elective course "Sexual Pedagogy", which was offered to graduate students of three faculties. Objectives of the educational discipline "Sexual pedagogy":

1. To study without prejudice, perceiving his or her own sexuality and sexuality of others
2. To learn skillfully talk about sexuality and judge it (in the cognitive field: knowledge of the subject; in the emotional sphere: feelings and emotions; in the pragmatic sphere: manners and behavior).
3. Learn to develop and train a critical approach and make free decisions about their own and others' sexual settings.
4. To learn to show readiness to respect the sexual freedom of others (without affecting the intimate sphere and stimulating the ability to differentiate between attitudes and judgments).
5. To learn in youth to properly recognize and overcome sexual contradictions and feelings.
6. To learn to interfere with the separation of sexual desire and make it possible to integrate it into a coherent personality.
7. Learn to respect and realize sexuality in a variety of relationships between sexes.
8. Learn to evaluate the opportunities and risks of personal fulfillment of sexual inclinations.
9. To learn to be ready at personal responsibility to build partnerships and love affairs, in which the partner is not doomed to gaining negative experience.
10. To learn to determine the values of the social environment with its various forms of influence on sexual development.
11. Learn to evaluate the social significance of sexuality.



The special course allowed deepening and systematizing the students' knowledge of the method of sexual education. Solving pedagogical problems and modeling the situations of interaction between the teacher and the student enabled students to be acquainted with such techniques as the instructive verbal effects of the teacher on the student's ability and success. Constructive praise and criticism, establishment of realistic goals for the given person, use of individually-oriented norms in evaluating the results of activities, emotional and positive attitude to the student's achievements, his current achievements in comparison with the previous ones.

For a special course, students received creative tasks for individual work: the development of lessons notes, advice for parents, making their genealogical tree, and writing of works for children, the production of visual material and didactic manuals, portfolio. Their accomplishment is carried out in the process of preparation for seminars, laboratory and practical classes, which holds a collective discussion and analysis of accomplished tasks. For example, the individual task on the topic "Awkward children's questions and adults' answers of on them":

1. To consider different points of view on the answers to children's questions.

2. To develop requirements for adult responses to children's question.

3. Consider options for answering "obscene" children's questions.

4. To develop abstracts of conversations, classes, with which it is possible to answer questions that are of interest to children properly.

5. To develop means that can be used for solving the problems of sexual education: the selection of illustrations, the writing of children's books, poems, manuals and didactic games.

6. To develop a draft program for the sexual education of schoolchildren.

All of these tasks are practical and can be used by students in working with children during pedagogical practice. One of the effective ways of presenting familistic and gender-sex knowledge is the use of humor, especially jokes. An anecdote task in describing the problems of marriage and family is to brake the sad monotony of everyday life with witty coverage of some unusual details of life. *An anecdote about family life* is a phenomenon so common in everyday life that few think of its significance in contemporary culture, and especially about why from century to century this topic does not only cease to be interesting but attracts more and more attention.

On the one hand, there are jokes on the topic of women's logic, about always grumbling wife, the quarrelsome scary looking mother-in-law. On the other hand, there is a cluster of anecdotes about a careless husband, whom a woman easily deceives, about a drunkard who gets into various adventures, and so on. The subtopic of marital relations is often the sexual relationship of the spouses, and the second sub-theme is the division of power and roles in the family. A special topic of family relationships, and hence anecdotes, is the relationship between spouses and their parents. The effect is the use of jokes on the issues of "mother-in- law and son-in- law ", » mother-in- law and daughter-in- law ".



During the lectures on a special course, devoted to preparing young people for marriage, the use of anecdote should reinforce the above. The lecturer, the teacher should be able to convey the joke story properly: the presence of content pauses, acceleration or slowdown of the tempo, accentuated intonation of pay off, and in some cases, the play of the role of characters. Without this anecdotes lose their comic effect, and hence the role of an enhancement factor. It is worth remembering yet another feature of an anecdote is brevity. The shorter anecdote, the more effective it is.

An important feature of an anecdote's presentation is theatricality, which consists in its ritual of play, the specific simulation of a theatrical act, presented by one "actor" and for "the listener". Moreover, some anecdotes include the verbal participation of the audience, the response to the rhetorical question. The effect of anecdote is enchanted by the seriousness of the lecturer (he is not laughing, he knows its meaning). Anecdote brings together the lecturer and audience, removes the alienation between them, preserving their autonomy and independence. Anecdote is a simple way to an audience that does not bind anything. For the communicative implementation of oral text as an anecdote, it is to the purpose to use a whole set of special metatext phrases, which provide the introduction of the actual content in the text of the lecture, conversations ("By the way, this is an anecdote ...", "Have you heard a new anecdote about it?", "It's like in that joke ...", "And here's another anecdote on this topic ...", etc.). Such meta-text inclusion, along with the stereotypes of form, content and function of the anecdote, determines the appropriate attitude of students, the willingness to switch communication from the cultural field to a parody of anti-culture, to comic.

The art of the anecdote telling, the skill of an anecdote teller requires another important skill - taking into account situational expediency. Without observing this condition, without taking into account the adequate situation, anecdote loses its comic effect, often turns out to be inappropriate, and therefore feeble. And vice versa, the most ordinary story, which is narrated with regard to the situational feasibility, relevance and has an unexpected parody ending, can be an anecdote.

A significant role in the formation of practical preparation of students for work with pre-marital education of schoolchildren we gave to pedagogical practice. Students of experimental groups received the tasks we developed for organization of this work in schools of the city and the region, which included acquaintance with the statement of pre-marital education during the teaching of the subject and in extra-curricular work, studying school documentation on this issue, studying the level of sexual culture of students, conducting educational activities on a given the topic, visiting the schoolchildren families and the appropriate work with their parents, etc.

The systematic observation of the students' actions during the pedagogical practice showed that the number of students who feel the need to conduct extra-curricular activities focused on intersexual communication amounted to 65.6% of the interviewed 250 people ; 49.8% sought to hold educational classes for marriage and family, 70.2% of students freely



maintained group and individual conversations with senior pupils on intersexual relations, improper sexual behavior of individual pupils, and some publications in the youth press on the moral- sexual issues. Analysis of lesson notes showed that more than 40% of students tried to take advantage of our recommendations regarding the use of school subjects content for sexual education of schoolchildren (although there are objective causes for the domination of students of historical, natural and philological faculties), have shown the ability to organize and simulate this work .

In order to raise the interest of students in the subject at the University, in collaboration with the National Academy of Pedagogical Sciences, a scientific laboratory was created on the issues of gender education of pupils and students, and the scientific problem group "Gender Socialization and Pre-marital Preparation of Schoolchildren" was organized. Among the scientific topics that were developed by students are the following: "P.P.Blonsky about child sexuality", "Preparation of Schoolchildren for Family Life in the Works and Practical Activities of V.O. Sukhomlynskyi", "The Issues of Sexual Education in the Ethnopedagogy of the Ukrainian People", "Psychological Aspects of Intimate-Sexual Preparation of Schoolchildren for Marriage", "The peculiarities of Communication between Boys and Girls in the Senior school ", "Self-education in the field of culture of the feelings", "Pedagogical assessment of certain aspects of puberty», «Psychological and pedagogical preparation of students for the fulfillment of maternal and parental functions ", "Ways of forming intimate vocabulary of the school pupils "and so on. Some results of scientific researches of students were reported at university and interuniversity scientific-practical conferences, and also used by the author of the dissertation when writing the manual "Psychology of family life". Over the course of the experimental work in the problem group more than 300 students from different faculties took part. Some of them, after graduating from the University, worked under our guidance on the theses on this subject. As a result of the work of the laboratory on this subject, three doctoral and eleven candidate theses have been defended.

Considerable attention was paid to *extracurricular work* in the process of preparing students for work in sexual and pre-marital education. Arrangement of a permanent lecture "Young Family", profiled quizzes, reader conferences, meetings with specialists, theme nights contributed not only to the student's organized leisure, but also influenced their professional training to conduct similar activities with pupils in extra-curricular time.

As the criteria of efficiency of the influence of this special course on qualitative training of the students to the work with sex education of the pupils and the future family man or woman formation was coefficient of their satisfaction with the content and methods of its teaching. 170 master students were offered to answer the questions "Are you satisfied with the content of the special course?", "What was valuable in this special course for your pedagogical growth and future work with the problems of gender and premarital education of the pupils?".



The questionnaire helped to determine that fully satisfied with its content are 50% of the questioned, satisfied 41,7%, unsatisfied – 5,4%, completely unsatisfied 1,1% of the students. On the basis of this fact the score of satisfaction was determined. The general coefficient of satisfaction with the special course we calculated with the help of the formula:

$$Z = \frac{85 \cdot 2 + 71 \cdot 1 + 3 \cdot 0 + 9 \cdot (-1) + 2 \cdot (-2)}{170} = \frac{228}{170} = 1,34.$$

$$Z = \frac{A \cdot (+2) + B \cdot (+1) + C \cdot (0) + D \cdot (-1) + E \cdot (-2)}{N}$$

where: A – the quantity of the students maximally satisfied with the special course; B – the quantity of the students satisfied with the content of the special course; C – the quantity of the students with undefined attitude; D – the quantity of the students unsatisfied with the content of special course; E – the quantity of the students maximally unsatisfied; N – total quantity of the questioned.

Attained results give a ground to make a conclusion about the efficiency of the work carried out in the process of preparing future teachers for work on the sexual education of students and the formation of a future family man.

Comparison of the consequences of summative and formative assessment allows us to speak about raising the level of theoretical knowledge of students on gender, marriage and family. If according to the summative assessment, 72.3% of students of the second year of studying from the various faculties of the Ternopil Pedagogical University (totaling 350), who completed written control papers, gave incorrect answers, 24.5% – incompletely correct, 5.2% – complete correctly, then the consequences of the final assessment – up to 11,3% reduced the number of wrong answers, correct answers were 48,9%.

Experimental work showed that not all the students of experimental groups managed to form a high level of professional readiness for work on preparing students for family life. This can be explained by the fact that not all the students of a pedagogical institution have a pronounced professional pedagogical orientation and sufficient development of pedagogical abilities; not all the students, due to their individual characteristics, were able to step over false barriers of shyness, various complexes, and so on. But the changes that have taken place indicate the right way to achieve the goals set.

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