

РОЗДІЛ 2. ТЕОРЕТИЧНІ ТА МЕТОДИЧНІ АСПЕКТИ ПІДГОТОВКИ ФАХІВЦІВ СОЦІАЛЬНОЇ СФЕРИ

2.1 The theory and practice of preparing future specialists in socioeconomic specialties for the formation of conscious parenthood in youth

Today's situation has been characterized by dynamic changes in all spheres of public life, which is undoubtedly accompanied by the transformation of people's social consciousness and the restructuring of their hierarchy of ideas and views. The human community has been in a state of «sporting excitement» in the struggle for the acquisition of material wealth, power, authority, recognition, trying to cover the distance and to reach the finish line with minimal losses and maximum financial capital, to gain the prestige and to provide maximum comfort (Lukyanova, 2016²⁶³). The decline in moral standards and the devaluation of positive relationships between people contribute to a wide range of social problems affecting the younger generation and, unfortunately, destabilize their position in the realities of the modern world. Today, we can observe the idealistic cultivation by society of the importance of motherhood and fatherhood for young couples, but we can also see a demonstration of the primary importance of achieving success in career, material wealth, and prestige. All of this postpones the realization of the childbearing function. At the same time, the issue of a competence-based approach to the formation of a conscious attitude to fulfilling paternal and maternal responsibilities has been put on the agenda in social structures (social service of the united territorial community; Centers for Social Services for Family, Children and Youth; Centers for Mother and Child, etc. It should be noted that in today's world, parenthood, including motherhood, is strongly influenced by various socio-cultural stereotypes, which leads to its devaluation and an acute crisis. The main manifestations of the crisis in the institution of parenthood include: a low level of sexual culture; an increase the number of unplanned pregnancies; underage motherhood; voluntary

²⁶³ Lukyanova, K. A. (2016) Acknowledged attitude for fatherhood: modern tendencies. *Science and practice: Collection of scientific articles*. Thorpe Bowker. Melbourne, Australia, 274–277.

abandonment of newborns; the phenomenon of deviant motherhood; single motherhood; young spouses' voluntary refusal to have children (child-free or Voluntary Human Extinction Movement (VHEMT)); unwillingness to take responsibility for their own behavior and fully fulfill parental responsibilities. In the light of such arguments, there has been a need to focus the attention of future specialists in socio-economic specialties on conscious parenting and to develop students' readiness for effective work with young people as clients to stimulate their desire to consciously fulfill parental roles. It is an indisputable fact that from the period of conception, it is the woman who is extremely responsible for the life and health of the unborn child. During pregnancy, the expectant mother is in close unity with her baby, and has an inseparable bond with him or her in the first months of life. The development of a child in the early stages is determined by close interaction with the mother. The problem of women performing various roles (professional, marital, economic, social) has become particularly acute, leading to the need to find optimal ways to harmonise family life and social well-being.

Qualified professionals who have been preparing for this type of activity, since their student days, should work with young people to develop a conscious attitude to parenthood. Based on the above mentioned arguments, there has been a primary need for professional training of future specialists in socio-economic specialties to form conscious parenting in young people, as well as for the development and implementation of systemic measures aimed at reviving the value of parenting, forming positive motivation to master the role of parents and laying the foundations for a conscious attitude to parenting in the educational process of higher educational institutions. Such activities are necessary so that specialists can later teach young people these skills.

Youth as a special group of clients in the professional activity of specialists in socio-economic specialties in the context of formation of the conscious parenting

At the beginning of the twenty-first century, demographic changes in the youth environment have been so marked that this indicator, like no other, clearly characterises the situation in

society. Today, its total number is about 30% of the country's population, and it is this group that will eventually take leading positions in the economy and politics, as well as in the social and spiritual spheres of

society. The natural change of the population is mainly due to a steady decline of the number of births. A particular danger is the excessively high mortality rate among young people. First of all, this concerns young men: by the age of 30, the mortality rate among them is more than twice that of women (Tables of births, deaths and average life expectancy for 2020, 2021²⁶⁴).

The youth plays an important role in social relations and the production of material and spiritual goods. However, their position in society and the degree of participation in creative activity directly depend on the actions of society and the state. We have to speak about the state youth policy and social work with young people. By state youth policy we have in mind the activities of the state aimed at creating legal, economic and organisational conditions and guarantees for the self-realisation of every young person, the development of youth associations, movements and initiatives.

In sociology, the concept of «youth» is defined as a set of group communities that are formed on the basis of age and related activities. In a narrower sense, young people are a socio-demographic group distinguished by age-related features of their social status, place and functions in the social structure of society, and specific interests and values.

Before studying the social status and protection of youth, it has to be defined the age range of this population group. The age from 14 to 35 is considered to be the period of youth (On Basic Principles of Youth Policy, 2021²⁶⁵). However, various scholars (Bespalko, 2006²⁶⁶; Bilynska, Tur, 2006²⁶⁷) believe that from a psychological and pedagogical point of view, the age limits of the period of youth are conditional, and can be defined as the interval from 13-14 to 29-30 years. However, youth is not so much a stage of the life cycle as a certain social status of a person associated with the main activities. Physical and mental development is harmonised, in contrast to adolescence, which was characterised by uneven development.

Teenage years are the time when worldview formation takes place. The reasons for this are the formed abstract, logical and theoretical

²⁶⁴ Таблиці народжуваності, смертності та середньої очікуваної тривалості життя за 2020 рік. (2021). Державна служба статистики України. 2021. Режим доступу : https://ukrstat.gov.ua/druk/publicat/kat_u/2021/zb/08/zb_tabl_nar_2020.pdf

²⁶⁵ Закон України «Про основні засади молодіжної політики». (2021) Режим доступу : <https://zakon.rada.gov.ua/laws/show/1414-20#Text>

²⁶⁶ Безпалько, О. В. (2006) Організація соціально-педагогічної роботи з дітьми та молоддю у територіальній громаді : теоретико-методичні основи : монографія. Київ: Наук. світ.

²⁶⁷ Білинська, Р., Тур, Р. (2006) Проблеми девіантного батьківства. *Психолог.* 14 (2006). 24–27.

thinking. Boys and girls have a sufficient level of psychological independence. The period of social maturity is approaching. The main activity is learning, and its importance increases compared to adolescence. Young men learn self-education skills. The acquisition of knowledge is linked to the plans for the future. Young people build perspectives, learn to correlate plans and their own capabilities.

A young person is faced with the problem of life self-determination, which is the main task of this age period. This process involves the formation of an internal position towards oneself, other people, moral values, and various life phenomena, according to which young people build their own life plans based on their internal beliefs in their expediency.

Choosing an internal position is a very difficult spiritual work, because a position is a person's attitude to the system of norms, rules, and patterns of behaviour that arise from his or her social status and are offered by the environment. In particular, it has been found that a person's position is determined by a number of factors: the level of self-awareness, social status, the opinion of others, the system of value orientations, as well as the economic, political, socio-cultural state of the government and the family. Having defined their personal position, each young person considers it the only acceptable and correct one, which ensures his or her involvement in the system of social relations.

Adolescence is a period of development in which the process of formation of self-awareness, development of value orientations, formation of ideas, personal positions, individual preferences, which become significant landmarks in a person's life space, is most active. Thus, adolescence is a sensitive period for preparing the younger generation for various phenomena of human existence, and in particular for parenting.

Researchers from various fields of knowledge have been studying the issues of value attitudes: philosophers, educators, sociologists, psychologists, political scientists (Aristotle, E. Fromm, C. Rogers, G. Allport, etc.), since values are inseparable from this concept and the problem of studying human behaviour.

According to the theory of E. Erikson (1993²⁶⁸), the development of a sense of personal identity has been considered to be the central process in adolescence. Young men and women develop a sense of individual

²⁶⁸ Erikson, E. H. (1993) *Childhood and society*. W W Norton & Co. https://www.sas.upenn.edu/~cavitch/pdf-library/Erikson_EightStages.pdf

identity, continuity, unity, and the discovery of their own self. Reflection and self-awareness have become a new and main type of psychological activity for young people. That is why high school students are so attracted to the opportunity to learn something new about themselves and their abilities. The self-awareness of boys and girls is mainly directed towards the future. At this age, there are dramatic changes in relationships with adults.

Young people have a need for more autonomy, on the one hand, and a desire to see their parents as friends and advisers, on the other; they also need to find a friend or a mate, and even begin the process of looking for a life partner.

At this age, each person has a further individualisation. All the characterological traits and individual characteristics that make up the heart of a unique human personality have become increasingly pronounced (Lapina, Derevtsova, 2017²⁶⁹). Age-related peculiarities include the actualisation of the value and meaning sphere. The development of self-awareness takes place in adolescence. All components of self-awareness are combined into a single whole. A sense of identity is formed, and value orientations and attitudes are finally formed. Young men and women acquire the need to know themselves and their place in the world, as well as the ability to achieve this knowledge.

The motives of activity have been transformed, and their promising advancement far beyond the current activity transforms the young person's self-awareness into an awareness of the future life path. In the minds of youth, the future is perceived as a problem, and images of the future acquire fullness and content that is directed towards their own lives. Future life is perceived as the main value.

Thus, in adolescence, the development of social adulthood, which is formed as an attitude to one's future, takes the first place. Values about responsible parenting are also formed gradually in ontogeny. The process of becoming a father can be divided into two successive stages. The first stage is the stage of potential fatherhood. At this stage, fatherhood exists as a possibility. The second stage is the stage of realised fatherhood, the beginning of which coincides with the birth of the first child.

Adolescence is most often the stage of potential parenting and occupies an important place in the process of its formation. At this age, the

²⁶⁹ Лапина, О. А., Деревцова, Е. Н. (2017). Структура и содержание готовности социальных педагогов к партнёрским отношениям. *Азимут научных исследований: педагогика и психология*. 1 (18). Т. 6. 100–105.

process of puberty is almost complete, and young people gain their first significant experience of interaction with the opposite sex (Lapina, Derevtsova, 2017²⁷⁰).

In adolescence, the image of future parenting consists of family values, possible scenarios of married life, expectations of both men and parenting in general, and gender ideas. Such an image of future parenthood depends not only on the age and gender of young men, but also on the social situation and socio-psychological conditions of the formation of this image. Changes in the gender stratification of society also have an impact.

Thus, moral and psychological preparedness for marriage and parenting means that a person perceives a whole range of requirements, duties, social standards of behaviour that regulate family life. It has to be understood that the moral and psychological readiness of young people for marriage and parenthood should be part of the overall education of the individual. When we talk about preparing young people for marriage, first of all, we need to determine what everyday skills and abilities, what knowledge a person needs to be able to successfully organise their life (Uzlov, 2011²⁷¹).

It should be emphasised that in the course of preparation for marriage and parenting, a moral complex of feelings and certain character traits have been formed. The individual has to become ready to take on new responsibilities as a couple and as future children. An important condition for the stability of a marriage is an understanding of marital and parental responsibilities. It is also important to note such a phenomenon as moral duty, i.e. assuming responsibility for loved ones, family, and child-rearing. It is necessary to note separately the requirement to respect the personality of the partner and recognise their rights to equality in relationships.

The beginning of family life leads to a significant change in the lifestyle of young people. In the role of a family man, you have to coordinate your own rhythm of life with that of your partner. This coordination must take place constantly, and the overall success and strength of the marriage depends on it. Being prepared for marriage requires general readiness for interpersonal communication and cooperation with a partner. This, in turn, requires a developed moral culture. Preparedness for marriage should include such elements as

²⁷⁰ Лапина, О. А., Деревцова, Е. Н. (2017). Структура и содержание готовности социальных педагогов к партнёрским отношениям. *Азимут научных исследований: педагогика и психология*. 1 (18). Т. 6. 100–105.

²⁷¹ Узлов, Н. Д. (2011). Удовлетворенность браком, семейная адаптация и сплоченность в семьях с детьми и без детей. *Семейная психология и семейная терапия*. (1). 24–33.

understanding your partner, the ability to adjust and adapt to his or her habits.

At the same time, under the influence of various factors, the formation of value attitudes towards responsible parenting can be distorted, preventing the full implementation of parental functions. In particular, it has been noted (Korolev, 2010²⁷²) that young people view parenthood as a traditional cultural value, and for many, having children is an incentive to get married.

We share the position of S. Devyatikh (2007²⁷³) that there is a cognitive dissonance regarding the phenomenon of parenthood. It has been expressed in the fact that young men and women, on the one hand, recognise parenting as the most important social value, and on the other hand, in their behaviour are more likely to be guided by the values of professional and career growth, as well as the achievement of material wealth.

The researches of A. Smirnov and E. Chernov (2012²⁷⁴) have proved that the image of the future child in young people is mainly idealised and positive. The real image is formed only in the process of real parenthood after the birth of a child. Most often, the reality is more difficult, which does not contribute to the emergence of subsequent children. In addition, the authors have argued that strengthening the institution of parenting requires increasing the value of parenthood by our society and the government (Rascalinos, 2011²⁷⁵).

Parenthood is a social institution that fulfils the tasks of reproduction and socialisation of a person, as well as historically and culturally determined social practices; a dynamic social and psychological process that contributes to the satisfaction of a person's need for children and the most complete self-realisation of the individual.

In the work of Ukrainian researchers T. Kravchenko and I. Trubavina (2004²⁷⁶), the “main parental positions” have been analysed, so the social and pedagogical roles that parents play in relation to children in the

²⁷² Королёв, М. Г. (2010). Формирование ответственного родительства как педагогическая проблема. *Перспективы науки*. 8. 22–27.

²⁷³ Девятых, С. Ю. (2007). Семейные ценности и родительские ориентации юношей и девушек: анализ гендерных различий.

²⁷⁴ Психодіагностика. Навчальний посібник для студентів соціологів (2012). Донецьк : КиЦ.

²⁷⁵ Раскалинос, В. М. (2011). Професійна підготовка соціального педагога: компетентнісний підхід. *Педагогічні науки: теорія, історія, інноваційні технології : науковий журнал*. Суми : Вид-во СумДПУ імені А. С. Макаренка. № 4-5 (14-15). 22–31.

²⁷⁶ Кравченко Т. В., Трубавіна І. М. (2004). Допомога батькам у вихованні дітей : Методичні рекомендації для соціальних працівників. Київ : ДЦССМ.

educational process. The list turned out to be considerable and thoroughly commented on.

1) Parents are support. From the very beginning of life, parents are a source of emotional warmth and emotional support for their child. This is the main parental function during the early stages of a child's development. A child begins to perceive the world around him or her through emotional and personal communication. Parental, and especially maternal, care, mainly in the form of tactile contact (also mostly with the mother), is the first phase of a child's cognition of the world. Tactile contact also forms the infant's first feelings of trust in the world and people and a certain degree of self-confidence. This is the very first phase of a child's socialisation, and its successful completion will be the first step in the development of a new person, which includes physical, intellectual and social formation.

2) Parents are the authorities. Parents are the highest authority for the child, both as authorities to whom they appeal and as administrators of goods. This position of parents allows them to influence the child in order to ensure that he or she learns the necessary norms and rules, moral guidelines, socially approved forms of behavior –that is, everything that lays the foundation for the child's entry into the extensive world of social relations. The position of the authorities also implies the function of control – control over the child's observation of parental instructions, which is usually combined with the use of carrots and sticks – rewards and «sanctions» and even disciplinary measures for violation of the established rules. The age period of a child's growth when this parental role is the main one is preschool age.

3) Parents are a model. It is a biologically determined fact that parents in all biological species on Earth, who raise their own children, act as the main model and role model for their children. It is worth noting that there is a problem of inadequate instruction: parental moralising and lecturing may not only have no positive impact, but also have a negative one. If a child sees a discrepancy between verbal appeals and the actual behaviour of parents, this causes a feeling that psychologists define as cognitive dissonance. This is a traumatic feeling. In the worst cases, it destroys the relationship between family members altogether – the child stops believing his or her parents altogether. The demonstration of behavioural models by parents, which they also verbally acknowledge as exemplary, is a role model for the child. And the child masters this example, and according to

these socially approved (by parents) «standards» he or she will behave in society, primarily among his or her peers. According to T. Kravchenko and I. Trubavina, this parental role is most important at the beginning of a child's entry into the world of constant communication outside the family, i.e. during primary school age.

4) Parents are advisors. This role (position) becomes especially important for adolescent children; in this age period, the advice of a loved one is extremely important for a child. The child seeks advice because he or she is «looking for a directional vector on the path of uncertainty», seeks to overcome contradictions in the process of solving personal problems, because he or she does not know the answers to his or her questions. According to the researchers, two aspects are most important for the proper fulfilment of this parental role. The first is that in adolescence, it is important for a child to be perceived by his or her parents as an adult person capable of making independent decisions, and, accordingly, to build communication with him or her on the basis of equal positions (support for dialogue). Secondly, the role of an advisor requires parents not only to understand their own child, but also to apply their life experience, broad outlook, competence, and pedagogical culture.

Summarising, the researchers have noted that in order to successfully implement parenting and exercise educational influence, they (parents) must master various social and pedagogical roles, build a system for determining dominant roles and show great flexibility in their application, which depends on the age characteristics of the child (Kravchenko, Trubavina, 2004²⁷⁷).

Parenting strategies, which are considered an integral part of life design, have been analysed in the scientific literature through the prism of the category of «life strategies». Whereas life strategies are a model in the form of a system of goals and objectives of an individual in the main areas of his or her life, as well as ways to achieve them, and represent the meaning of his or her life. Such an integral personal education as a system of life strategies includes a set of substructures, including family strategies; in turn, parenting strategies are part of family strategies. Parenting strategies are a model of personal behaviour focused on the realisation of parenthood as a value, which includes a set of parenting practices that have

²⁷⁷ Кравченко Т. В., Трубавіна І. М. (2004). Допомога батькам у вихованні дітей : Методичні рекомендації для соціальних працівників. Київ : ДЦССМ.

developed in the person's perception and are demonstrated by him/her as the identity of «I am a mother» or «I am a father».

When approaching the formation of conscious parenting in young people, it is necessary to take into account the system of social and pedagogical factors that influence their parenting strategies.

The first factor is the parental family. It lays down cultural models, largely determines the existence of parenting strategies in young people, as well as the desired «childhood» within the framework of reproductive strategies and the specifics of maternal and paternal strategies. The parental family allows a person to build a hierarchy of value orientations, thanks to which young people determine the main and secondary goals of their lives. In their parental family, they «draw» role models of their father and mother's behaviour, which remain in their minds and memories throughout their lives. Later on, she either takes them for granted and follows them, or categorically rejects them.

The second effective factor influencing the formation of parenting strategies of young people is the family policy pursued by the state and youth policy.

The state family policy on parenting strategies has a two-pronged focus. On the one hand, it influences the choice of parenting strategies, their types and models; on the other hand, it creates conditions for their implementation.

From the point of view of influencing the formation of parenting strategies of young people, one of the central tasks in the field of state family policy at all levels should be to widely publicise the measures taken and implement them. Undoubtedly, the expansion of government support measures contributes to the formation of socially approved parenting strategies among today's youth. At the same time, we still see insufficient work among young people to explain the main goals and objectives of family policy.

The third most important factor influencing the parenting strategies of young people is mass communication, and primarily the media, which act as the main means of informing the population about the goals and objectives of family policy at the state level, as well as the main communicator of society's ideas about the ideal image of family and parenting.

Each type of media has its own peculiarities that affect the parenting strategies of young people. Printed periodicals strive to create a positive

image of families with children and promote family values, but family issues generally occupy a minor place in them; and the reflection of the «star baby boom» in glossy magazines, which are most widely read by young people, is far from the real problems of today.

In other words, the lack of in-depth, meaningful and accessible publications on family and parenting issues in the vast majority of periodicals does little to help young people to develop a realistic understanding of both the joys and challenges of motherhood and fatherhood, and does not lead to the development of realistic, informed strategies.

In general, modern students choose parenting strategies that are in line with modern realities, but do not fully meet the needs of our society and the youngest person.

Due to the length of this process, the formation of values for responsible parenthood should begin much earlier than the beginning of family life and the actual situation of parenthood. The need for such training has long been understood in psychological and pedagogical science. The importance of this process has both personal and social effects. Value attitudes towards responsible parenthood are formed in the form of orientation of a person's education towards fatherhood and motherhood. This process is multicomponent. Different researchers in psychological and pedagogical works develop their own approaches and identify different components of the process.

According to O. Prokhorova (2008²⁷⁸), who, as part of the work on preparing young people for family life and parenthood, provides for the development of parents' personal readiness in the following areas

- working out the problems taken from the parental family (correction of the experience of the primary family)
- formation of motivation for personal change;
- understanding of personal problems that block mutual understanding between the child and other family members;
- acceptance of the authorship of one's own life (R. Cochunas);
- formation of the idea of responsibility as freedom;
- development of reflection;
- raising awareness of the motives of upbringing;
- development of skills of cooperation with a child;

²⁷⁸ Прохорова, О. Г. (2008). Подготовка молодежи к родительству. Вестник КГПУ им. В.П. Астафьева. 1. 5–13.

- activation of creative potential;
- development of flexibility of thinking and behaviour;
- overcoming rigid parenting stereotypes;
- development of a sense of self-love and self-acceptance.

The most important characteristic that underlies the value of parenting is the development of such a personal quality as responsibility.

A high level of responsibility as a personality quality indicates the personal maturity of a young person. Such a person has freedom of choice. He or she can be responsible for his or her own actions and deeds, for the choices he or she makes. Taking responsibility for actions, choices, and feelings can help a parent avoid some of the mistakes in his or her upbringing. Developing the ability to find a compromise between freedom and responsibility, freedom and permissiveness in the process of raising children and, above all, in their own lives, will help to develop healthy, responsible and free personalities (Ovcharova, 2005²⁷⁹).

The disappointing conclusion is that despite the fact that young people recognise the family as a significant value, it is not always a meaningful life orientation. The existing contradiction points to the need to organise targeted training for young people in the social role of family and parenting. The process will be effective if we start targeted training of future parents. Student youth's confidence in their readiness for family life is an important characteristic of their social maturity. Preparing young people for family life synthesises various aspects of education and has a special psychological and pedagogical content.

The researches under consideration do not focus on the formation of values of responsible parenting, but emphasise that preparation for parenthood is based on a number of sequential tasks.

These tasks include: increasing the responsibility of young people before marriage and family life; increasing the social prestige of fatherhood and motherhood; increasing the psychological readiness of young men and women for marriage; providing them with the necessary knowledge of hygiene and childcare; preschool psychology; child psychology, psychohygiene of sexual life, and the main problems of relationships in marriage; covering issues of rational housekeeping; and effective and economical organisation of the family budget. These tasks

²⁷⁹ Овчарова, Р. В. (2005). Психология родительства : учеб. пособие для студ. высш. учеб. заведения. Издательский дом «Академия».

should be addressed in the process of preparing for marriage and parenthood.

Thus, the process of preparing for responsible parenting is an extremely important process and should be carried out in adolescence and requires assistance from society in general and future specialists in socio-economic specialities in particular.

Training as a promising form of work of specialists in socio-economic specialities on the formation of conscious parenting in young people

Given the academic traditions, the leading teaching methods in higher educational institutions are traditional forms – lectures and seminars, as well as independent work of students. However, today, along with traditional forms of education, the practice of conducting classes includes trainings, which are a variant of active learning. There are several perspectives on training as a type of learning. In terms of its purpose, training is the transfer of action technologies. In terms of content, it is a certain concept of reality. In terms of form, it is interactive learning, in which participants actively act and interact with each other and with the trainer.

There is a famous saying: «Tell me and I will hear, show me and I will see, let me do it myself and I will learn», which confirms the conclusion that a person remembers 10% of what he or she has heard and 90% of what he or she has done. This form can be effectively used in the educational process, since the activities of future specialists in socio-economic specialities are based on constant interaction with people and the performance of, most often, non-standard professional tasks. Obviously, it is extremely difficult to describe and study the diversity of the interaction process theoretically, it needs to be experienced, tried on your own, and only in this way can the knowledge and skills be systematised and formed.

Training and situational learning allows to activate (in some cases, to correct) the communication skills of future specialists in socio-economic specialities as professional communicators. We propose to divide all trainings used in the training of future specialists in socio-economic specialities into the following groups:

1) trainings for the development of communication skills aimed at acquiring skills and abilities that are expressed in pair interaction, as part of a group, when making contact, active listening, etc;

2) personal growth trainings, for which the main task is to teach the ability to solve personal and existential problems;

3) socio-psychological trainings (SPT), designed to develop different professional positions and roles, which allows overcoming the limits of established personal behavioural stereotypes;

4) a special group is represented by methodological trainings, during which future specialists in socio-economic specialities are taught various methods, including psychotherapeutic procedures, to form conscious parenthood in young people.

Especially important for future specialists in socio-economic specialities is the stage of graduation from higher educational institutions, related to the construction and development of a professional career and self-awareness as a trained professional in the formation of conscious parenthood in young people. For this purpose, it has been proposed to include a special training in the curricula for graduates, the task of which is to develop all structures of professional self-awareness. During the training sessions, professional self-awareness is developed and readiness for professional activity of future specialists in socio-economic specialities to form conscious parenthood in young people is formed.

According to many authors (Laktionova, Zvereva, 2009²⁸⁰; Kalaur, 2017²⁸¹; Malyutina, 2019²⁸²; Radchuk, Tiunova, 2008²⁸³; Bratus, 2006²⁸⁴; Harhan, 2015²⁸⁵), socio-psychological training is currently one of the most popular and dynamically developing types of group work. According to the classic of group psychotherapy K. Rudestam, socio-psychological training is an active learning through the acquisition of life experience, which is modelled in group interaction of people (Lemeshchenko, 2016²⁸⁶).

²⁸⁰ Батьківство в радість: тренінгів курс з формування батьківської компетентності. Програма «Родина для дитини» в Україні (2009). Київ : Фенікс.

²⁸¹ Калаур, С. М. (2017). Використання тренінгових технологій під час формування готовності майбутніх фахівців соціальної сфери до розв'язання конфліктів у професійній діяльності. *Професійна освіта: методологія, теорія та технології* : зб. наук. праць. Переяслав-Хмельницький : ФОП Домбровська Я.М., 5/1. 86–98.

²⁸² Малютіна, Н., Москальова, Л. (2019). Ефективність тренінгової роботи з педагогічними працівниками. *Соціально-освітні доміанти професійної підготовки фахівців соціальної сфери та інклюзивної освіти* : зб. наук. статей. Бердянський держ. пед. ун-т. 75–80.

²⁸³ Радчук, Г. К., Тіунова, О. В. (2008). Сімейне виховання. Освітній тренінг для батьків. Навчально-методичний посібник. Тернопіль : Навчальна книга Богдан.

²⁸⁴ Усвідомлене батьківство як умова повноцінного розвитку дитини та підвищення виховного потенціалу громади : Методичні матеріали до тренінгу. (2006). Київ : Наук. світ.

²⁸⁵ Хархан, Г. (2015). Підготовка старшокласників до сімейного життя : тренінги. Київ : Видавнича група «Шкільний світ».

²⁸⁶ Лемешченко, О. Р. (2016). Соціально-психологічні умови формування у старшокласників готовності до усвідомленого батьківства. Східноукраїнський нац. ун-т ім. Володимира Даля. Сєвєродонецьк.

A training is a form of active learning in a small group that involves the acquisition of new knowledge, skills, behavioural and social attitudes through practical tasks and its subsequent analysis, including feedback from the facilitator and participants, self-analysis of behaviour, feelings and attitudes. The use of active forms of work in training leads to the inevitable emergence of group dynamics. That is why the success of the training is ensured by both its content (programme) and the ability of the facilitators to work with the group.

The training has the following advantages, such as: first, it is a game-based learning experience, with theory presented in an accessible way; second, the participants work through real-life situations, play significant roles and situations, and expand the boundaries of behaviour; third, the group and the trainer conduct a thorough psychological analysis during the game, which enhances the learning effect. At the same time, the norms and rules of social behaviour, communication style, and various communication skills become the property of the individual and can be transferred to real life.

There are important differences between training and traditional forms of learning. Traditional learning focuses on correct answers and is primarily concerned with the transfer and acquisition of knowledge. Training exercises, on the other hand, focus primarily on exploration and discovery. In contrast to traditional forms of learning, educational activities fully encompass the entire spectrum of personal potential, including the level and range of competences (social, emotional and intellectual), independence, decision-making and interaction. Of course, traditional forms of knowledge transfer are not inherently negative, but in a world of rapid change and constant knowledge obsolescence, traditional forms of learning remain narrowly focused.

It has been established that training is not only a sequence of exercises, theoretical blocks and warm-ups. The interaction of group members with the facilitator and with each other is an important and integral part of group work that cannot be planned in advance. Group processes often make their own adjustments to the training scenario, and therefore one of the important qualities of a facilitator is flexibility and the ability to respond to changes in group dynamics.

Thus, the use of training as an active form of education for future specialists in socio-economic specialities on the formation of conscious parenthood in young people is one of the most effective areas of training.

The knowledge and skills acquired during the training can be successfully transformed by specialists to perform practical tasks, including the use of various group methods of social and psychological assistance in the formation of conscious parenthood among young people.

Participation in the training requires participants to be active, open-minded, willing to do practical exercises, share their experiences, and analyse their mistakes. To make this possible, all participants must feel comfortable and safe during the training. Creating a safe, friendly and comfortable atmosphere in the group is one of the most important tasks of training leaders. This can be achieved through the trainer's personal attitude (qualities such as friendliness, openness, flexibility, ability to reflect the feelings of others, reflection, willingness to share ideas and experiences, etc.), as well as through the observance of group work rules by all the participants.

Usually, the training session lasts from 1.5-3 hours (one or two academic pairs) to several days in a row. From the time point of view, the most successful form of group work is a marathon, i.e. 6-8 hours of training every day for several days. This form involves a long lunch break (at least one hour) and two breaks of 15-20 minutes every 1.5-2 hours. These breaks are considered sufficient to allow participants to recover their energy (Bevs, Hlavnik, 2005²⁸⁷). However, in our case, the work with future specialists in socio-economic specialities during the training sessions has been limited to the duration of an academic pair, i.e. 80-90 minutes.

The basis for ensuring a favourable atmosphere for learning in training groups is the rules that each participant must follow. The main ones are: respect for time, politeness, positivity, expression of opinions, spontaneity, confidentiality and feedback. The main rules of group work include confidentiality, mutual respect, participation, no criticism or judgement, the right to express opinions, punctuality and voluntary participation. These rules should be agreed upon by all group members at the beginning of the training so that everyone can work in a relaxed atmosphere, learn independently in a way that is convenient for everyone and does not interfere with others' ability to gain knowledge, express their opinions openly and without fear, and make the training real. Making the training closer to real life, allowing for spontaneous comments that may not have

²⁸⁷ Бевз, В., Главник, О. (2005). Основні положення щодо проведення тренінгів. Режим доступу: <http://ru.osvita.ua/school/method/technol/598>

occurred to you before, and ensuring that the information provided will be used only for the benefit of the participants (Bevs, Hlavnik, 2005²⁸⁸).

The main function of etiquette during the training is to create common principles and criteria for assessing the behaviour of a person (group of people) in various contexts, thus creating an opportunity for acceptable, positively evaluated construction of their own actions.

The etiquette allows you to take into account the difference in social status and authority, to show respect, tact, politeness, dignity and goodwill in an acceptable way, and prepares the background and ground for further communication during the training.

The rules of etiquette are primarily rules of safety and general convenience. If we take a closer look at the rules of ethics and etiquette, we will easily discover that they are based on specific means of creating safe and comfortable communication. We need to remember the purpose of communication, to keep to the direction of the training, and not to deviate from the topic.

It is necessary to forbid speaking about something personal to other people during the training. It doesn't matter who said or wrote what about whom, whether such information was obtained on purpose or by accident – it is unethical to share personal information about a person, their actions, or their assessment by others.

It is important to learn to keep silent in situations that provoke disclosure of one's own knowledge about someone, even if the information is not confidential, but merely in the category of «funny», «unexpected» or simply «appropriate», «by the way, to the point». Taking these circumstances into account and using them when establishing psychological contact helps to avoid both substantive and emotional barriers.

The location of the participants in the room can be organised in different ways, but the «classroom» or «school» style should be avoided. It is recommended to arrange chairs in a semicircle. This creates an informal atmosphere, allows everyone to see all participants clearly and emphasises that all participants are on an equal level. This will create an atmosphere of openness, trust, mutual interest and attention.

A training has a certain structure. The typical structure, purpose and objectives of a training together form the basis for creating a training plan.

²⁸⁸ Бевз, В., Главник, О. (2005). Основні положення щодо проведення тренінгів. Режим доступу: <http://ru.osvita.ua/school/method/technol/598>

This plan can take many forms (tables, checklists, diagrams, etc.), but the key is to create a training plan. Obviously, the training will not always follow this plan, but having it in place, the trainer can stick to the main issues that need to be addressed during the group's work, otherwise it will be impossible to achieve the training objectives. A number of secondary topics may arise during the training, all of which are more or less attractive to the participants. However, they will serve different purposes and may distract participants from the main goal. But the duration of the training is limited by the time limit and by the end of the training, the main topics may not be covered. Therefore, planning in advance is the only way to stick to the selected topics and achieve the desired goals.

During a training, communication between participants has two elements: content and process. The content is the topics (ideas, problems, facts) that are addressed during the training. Process is the way participants interact, the atmosphere they create, the roles they play, and how they influence each other during the training. Professional communication, like any other type of communication, is based on the process of sending and receiving messages. The unit of communication is psychological contact – an act of communication with feedback (Bevs, Hlavnik, 2005²⁸⁹).

During the training, communication is aimed at convincing the other person of one's own opinion and encouraging cooperation.

Persuasiveness is determined by the following factors:

- psychological factors, the atmosphere of the training (conversation) itself, which can be favourable or unfavourable, friendly or unfriendly;
- culture of language.

The culture of language communication is primarily related to language proficiency.

Any natural language has a complex structure, which includes

- literary language, which expresses the general (ideal) language norm;
- colloquialisms (and dialects);
- professional vocabulary;
- profanity;
- at the junction of non-literary forms – colloquialisms, historical dialects, uncensored «dialect» and professional language variants – there is a specific linguistic phenomenon such as slang (argot).

²⁸⁹ Бевз, В., Главник, О. (2005). Основні положення щодо проведення тренінгів. Режим доступу: <http://ru.osvita.ua/school/method/technol/598>

The language culture in communication is expressed in the assessment of the interlocutor's level of thinking and in addressing him/her in a language he/she understands (language form). During the training, you need to use simple, clear and precise words, and correctly formulate your thoughts. It is not for nothing that there is an idiomatic expression «cutting to the ears». The most annoying thing is incorrectly placed accents.

Communication in which one person entrusts another with his or her thoughts about important events and feelings, revealing certain intimate aspects of his or her inner world, is qualified as confidential. It is determined by the significance of the material that the interlocutor reveals about himself or herself and the degree of trust in the partner. Confidential communication is impossible without establishing psychological contact.

The signs of confidential communication are the strength (duration) of psychological contact, the absence of formal psychological influence of partners on each other and the tightness of control in its process; the partners' confidence that the confidential information will not be used to harm each other; willingness to share something purely personal (confidential) with a partner without fear of the consequences of such a step; mutual sincerity of partners.

Many of the above mentioned features of the trainings are relevant for the professional training of future specialists in socio-economic specialities to form conscious parenting in young people, especially within the system of continuing education. In particular, from the point of view of solving the tasks of professional education, the aspects of acquiring new, relevant knowledge, skills and abilities on new methods of forming conscious parenthood in young people are relevant. At the same time, the emergence of new «input data» requires future specialists in socio-economic specialities to change the algorithms of thinking and actions both in general and in specific situations.

This form of training is the most adequate for teaching future specialists in socio-economic specialities to form conscious parenting among young people in the context of distance services, as it is initially focused on acquiring not only knowledge but also skills. The methodology itself, based on interactive communication, business games, discussions, and audience involvement in the educational process, ensures the most effective learning of the material. To increase the motivation of the audience, technical and methodological teaching methods used in social and psychological and other trainings can be used.

The choice of distance training as a form of education is especially appropriate in situations where it is necessary to “quickly” train large contingents of future specialists in socio-economic specialties on specific issues related to the formation of conscious parenthood among young people within a short period of time. In addition, trainings allow for the process of acquiring knowledge and skills not only in the problematic field of parenting, but also in other related fields, such as economics, law and medicine.

In other words, trainings can successfully complement the main educational forms of education as a form of transferring experience in solving specific problems of conscious parenthood among young people. Obviously, the form of training should be contrasted with the tried and tested forms of education, in particular lectures and seminars, using them as methodological elements.

Therefore, trainings may contain theoretical elements, such as an overview of regulatory documents and methodological materials in the form of video lectures with slide presentations. The lecture should be held at the beginning of the training on the principle of reasonable sufficiency and should be an introduction to the practical part, it should «arm» the participants with the initial material for discussion.

In addition to demonstrating different methods of forming conscious parenting in young people, it is necessary to analyse possible mistakes in their implementation, which allows to emphasise important details that may pass by the attention of future specialists in socio-economic specialties. This should also be done in a bright and memorable way, if possible, in the form of video clips, demonstrations, including those conducted with the participation of the students themselves, which helps to consolidate skills.

Both the theoretical and practical parts involve an interactive component – answers to questions that arose during the training, repetition of actions (techniques) demonstrated in the practical part under the control of a tutor and further analysis of the mistakes that were made.

An important part of trainings is the control part. It may include testing that can be conducted at the beginning and end of the training (to assess the dynamics of knowledge), evaluation of participants’ actions in proposed situations, and a final interview with them.

The training widely uses methods aimed at stimulating the interaction of participants. All of them are grouped under the name of «interactive techniques» (inter is a prefix meaning being between something or

someone; *actus* is Latin for «to set in motion») and ensure interaction and personal activity of participants during the dynamic educational process. That is, interactive means interaction that takes place between objects: external (between individuals) and/or internal (activity that takes place inside a person) and that leads to changes in views, thoughts, behaviour, etc. (Bevs, Hlavnik, 2005²⁹⁰).

The brainstorming technique is often used in trainings, both with all participants and in small groups. The goal is to generate as many ideas as possible on a given topic. «Brainstorming» takes place in two stages: first, the development of ideas, and second, their evaluation. Usually, a large whiteboard or flipchart is used, and one of the participants (or a trainer's assistant) writes down ideas for everyone to see. This serves as a suggestion and helps to select the best ideas for the second phase – evaluation. (Bevs, Hlavnik, 2005²⁹¹).

After the brainstorming session, it may be useful to bring the participants back into small groups for further discussion and evaluation. For an effective brainstorming session, it is also useful to distinguish between two types of ideas proposed by participants: those that are most likely to be implemented and those that are least likely to be implemented. This distinction can be used productively to start a discussion and evaluate ideas. Using the answers that are least likely to be implemented can encourage participants to look at the problem from different perspectives, think outside the box and consider their own ideas.

Another way to encourage idea generation is to write a series of different but related questions on a flipchart (or poster board) and post them on the walls of the room. Participants then go around the room and write down their ideas.

During the training, it should be emphasised that role-play is an effective training method, but that it needs to be well thought out and organised to be effective. Role play can be used to gain experience in using certain skills in a game situation; complete a game task and analyse alternative ways or ideas to improve the situation; practice certain behaviours in a safe environment before applying them in a real situation; gain confidence in one's abilities through practical behaviour and rehearsal of specific events; gain confidence in one's abilities; reinforce what has

²⁹⁰ Бевз, В., Главник, О. (2005). Основні положення щодо проведення тренінгів. Режим доступу: <http://ru.osvita.ua/school/method/technol/598>

²⁹¹ Бевз, В., Главник, О. (2005). Основні положення щодо проведення тренінгів. Режим доступу: <http://ru.osvita.ua/school/method/technol/598>

been learned through feedback; add an element of fun to the learning process.

Thus, role-playing games, like many other games and training exercises, are an interactive learning method. Interactive learning uses different types of activities of the training participants: physical activity (physical exercises), social activity (activities in the social environment – communication, interaction and mutual recognition) and meaningful activity related to the topic of the training, i.e. the development of conscious parenting in young people. Game exercises allow participants to respond to game and physical challenges. For example, the usage of unrelated physical exercises can serve as a warm-up or as a means of mobilising the group.

All the advantages of the role-playing method are inherent in the very nature of the game, and all the dangers are associated with the inappropriateness of using a particular game in a particular learning situation (wrong choice of method) or with the abuse of the chosen game. In other words, the dangers of interactive games can only be associated with the incompetence of the trainer. In order to successfully perform his/her job, a trainer must have his/her own «training portfolio», be familiar with various training exercises and methods, and be able to conduct training in accordance with the requirements and rules.

We consider situational learning as a promising method for future specialists in socioeconomic specialities to form responsible parenthood in young people in the context of analysing specific and critical situations (case method). A specific situation is a real-life situation presented to the group for analysis. They can be drawn from the experience of the trainer, colleagues, literature, and participants' stories. Trainers can also tell real stories that have happened in their own lives. This method can be used to analyse real life situations, identify the main problems in these situations and develop ideas on possible solutions to these situations. It should be noted, however, that the use of the case study method requires considerable preparation on the part of the trainer, the more complex the situation to be analysed.

The critical incident analysis is a method of analysing a single event in detail to understand the experience, draw conclusions and plan actions that can create positive change in the future. For this type of analysis, participants should have some basic knowledge of developing mindful parenting in young people so that they can easily provide examples and

ideas during the exercise. Topics for discussion can be suggested by the trainer or the group during the brainstorming session.

Summarising the mentioned above, we would like to note that training and situational learning as a type of activity aimed at acquiring knowledge, skills and abilities, correction and formation of abilities and attitudes necessary for successful professional activity can be effectively used along with existing forms of professional training of future specialists in socio-economic specialities to form conscious parenthood in young people. Their application is especially relevant in the system of continuing education. The structure of the training includes theoretical, practical, interactive and control parts. The usage of distance educational technologies in the course of training allows us to reach a wide audience of future specialists in socio-economic specialities, which is especially relevant in the distance form of education.

Practical activities to develop the readiness of future specialists in socio-economic specialities to form conscious parenthood in young people

The formative stage of the pedagogical experiment was aimed at introducing a pedagogical system of training future specialists in socio-economic specialities to form conscious parenthood in young people into the educational process. An educational process was organised to expand the content of professional training by supplementing traditional fundamental training disciplines with theoretical and practical material of professional orientation, as well as elective courses. This made it possible, in addition to theoretical knowledge, to model the conditions for the formation of conscious parenting in young people in terms of future professional activities in the system of socio-economic specialities that require the use of new technologies.

Taking into account the results of the ascertaining phase, and in accordance with the purpose of the research, we have developed educational and methodological support consisting of a lecture course «Fundamentals of Conscious Parenting», training «Theory and Practice of Forming Conscious Parenting in Youth» and EC «Psychology of Professional Communication», which was recommended to students majoring in 231 Social Work and 053 Psychology for the first (bachelor's) level of higher education as an elective discipline in the fourth year of studies.

Thus, the lecture course «Fundamentals of Conscious Parenting», which aims to theoretically prepare future specialists in socio-economic specialities for the formation of conscious parenting, has become the basis for improving and expanding such EC for applicants for specialities 231 Social Work and 053 Psychology for the first (bachelor's) level of higher education as: «Age and Pedagogical Psychology», «Age Psychology», «Social Demography and Ethnography», «Medical and Social Principles of Health», «Fundamentals of Psychological Self-Help», «Fundamentals of Social and Psychological Training», «Fundamentals of Psychological Counselling», «Psychology of Deviant Behaviour», «Psychology of Family Relations», «Perinatal Psychology».

The objectives of this course are:

- studying the phenomenon of parenting in psychological and pedagogical literature;
- promoting the formation of the personal position «I am a future father»;
- developing the ability to model a strategy of parental behaviour.

As a result of studying the lectures of the course «Fundamentals of Conscious Parenting», future specialists in socio-economic specialities should know

- the history of the formation and development of parenting;
 - diversity (variability) of approaches to defining the concept of «parenthood»;
 - legal documents regulating marriage and family relations and protection of the interests and rights of children in Ukraine;
 - content of parental competence;
- be able to:
- carry out a comparative analysis of different approaches to defining the concept of «parenthood»;
 - study, analyse, compare and summarise the main characteristics of parenting;
 - model options for parental behaviour in specific situations;
 - use professional knowledge when performing creative tasks;
 - be able to characterise the personal qualities of a parent in the process of solving pedagogical situations.

So, taking into account that the organisational unit of the proposed model of the pedagogical system of professional training of future specialists in socio-economic specialties for the formation of conscious

parenting in young people on a continuous basis has been represented by a set of initial (1st year), nominal (2nd year), project-oriented (3rd year) and scientific and practical (4th year) stages, we would like to reveal in more detail the distribution of the lecture material of the proposed course in the context of the above-mentioned ECs.

In the first year of study, the EC «Age and Pedagogical Psychology» (for the speciality 231 Social Work) and EC «Age Psychology» (for the speciality 053 Psychology) have been improved. The content of these disciplines included such lectures as «Formation of Life Plans and Professional Interests in Adolescence» and «Psychological Foundations of Education and Upbringing in Different Age Periods». At the second year of study, lectures on this course were continued to be introduced into the educational process of future specialists in socio-economic specialities. To the already identified ECs («Age and Pedagogical Psychology» and «Age Psychology»), material on such topics as «Family Development. Family scenarios», «Family education and its impact on child development», «Theories of family systems». The purpose of this was to reveal the theoretical and practical problems of age psychology and the peculiarities of mental development of the individual at different age stages in the formation of conscious parenthood in young people and the development of the ability to self-education and continuing professional development.

The second year students also had the opportunity to review the material presented in the course «Social Demography and Ethnography». This educational component included such lectures as «Fertility and Reproductive Behaviour», «Marriage and Divorce», «Modern Demographic Policy in Ukraine and Prospects for Major Demographic Processes», which aimed to form a set of knowledge on current demographic issues and peculiarities of ethnographic development of Ukraine, to acquire skills in identifying patterns of population reproduction and peculiarities of demographic processes that could be useful in the future.

We have chosen the disciplines «Medical and Social Principles of Health», «Fundamentals of Psychological Self-Help» and «Fundamentals of Social and Psychological Training» to continue the professional training of future specialists in socio-economic specialities to form conscious parenting in young people at the third year of study. Thus, the lectures «Influence of various factors on human health», «Health of children and adolescents», «Lifestyle and health» have been introduced into the EC «Medical and

social principles of health» for mastering by future specialists in socio-economic specialities of modern theoretical provisions and practical programmes in the field of valeology, social medicine and hygiene, socio-hygienic problems of health disorders of young people that may interfere with the work on the formation of conscious parenting. Regarding the EC «Fundamentals of Psychological Self-Help», information has been added to the material to ensure mastering the complex of knowledge and its practical application on the patterns of influence of professional activity on the personality of future specialists in socio-economic specialties, determining the main components of personal and professional interaction and features of prevention and correction of negative consequences of interaction based on solving professional and personally significant problems, taking into account the resources of the individual and group during the work on the formation of EC «Fundamentals of Socio-Psychological Training» improved materials for mastering the methodology and technology of socio-psychological training as a way to form conscious parenthood in young people based on group forms of psychological work.

At the final, fourth, year of study at the first (bachelor's) level of higher education, we have organised the improvement of the following academic subjects: Psychology of Deviant Behaviour, Fundamentals of Psychological Counselling, Psychology of Family Relations and Perinatal Psychology. Thus, during the study of the EC «Psychology of Deviant Behaviour», future specialists in socio-economic specialties were formed with knowledge of the essence, features, forms and causes of deviant behaviour through such lectures as «The Concept of Deviant Parenting in Psychology», «The Concept and Forms of Deviant Motherhood», «Psychological Features of Deviant Fatherhood», «Factors Influencing the Formation of Parenthood».

The EC «Fundamentals of Psychological Counselling» has been aimed at ensuring the professional competence of future specialists in socio-economic specialties in the preparation and qualified conduct of psychological counselling based on theoretical principles, organisation of counselling and its specifics in the formation of conscious parenting in young people.

The study of the EC «Psychology of Family Relations» has been aimed at forming an adequate understanding of the subject and tasks of psychology of family relations at the present stage, its main directions and possibilities of practical use in the process of working with families as a system that may consist of such subsystems as marital, child, parent-child,

and gender; the ability to conduct a multi-level analysis of the family and its problems, to assess the effectiveness of family therapy in the process and after its completion.

Finally, the EC «Perinatal Psychology» has been aimed at familiarising future specialists in socio-economic specialities with the basic concepts and patterns of perinatal psychology, psychological features of pregnancy, childbirth and development of a child under the age of one year; determination of the effectiveness of psychoprophylactic and psychotherapeutic work with pregnant women, parents, families; acquaintance of applicants with the methods of work of psychotherapists, perinatal psychologists and general psychologists with pregnant women and their families.

Practical classes on these topics have been implemented through the usage of interactive teaching methods and techniques consisting of three interrelated stages: challenge, comprehension, and reflection.

To improve the theoretical knowledge of future specialists in socio-economic specialities, we have developed educational and research tasks for each topic for in-depth study of the topic. For example, in the EC «Psychology of Family Relations» for the topic «Methods of Family Education and Specifics of Their Application by Parents» the tasks were:

1. Using the methodological developments published in the pedagogical literature, develop memos for parents with advice on the use of methods of encouragement and punishment in the family.

2. Based on the lecture materials and educational literature, conduct a comparative analysis of different methods of education.

3. Fill in the table examples of different forms of family education methods.

4. Write an essay on the topic «The Method of Family Education».

The individual work of future specialists in socio-economic specialities has consisted of working with literature, preparing reports on the results of individual research, writing abstracts.

Such an approach to the construction of the content of classes made it possible to activate the motives of educational and cognitive activity of future specialists in socio-economic specialties, rationally used the independent work of applicants, increased interest and created conditions for the development of the subjective position of students on the problem under study, ensured effective mastering of the material.

Regarding to the EC «Psychology of Professional Communication», which has been recommended to applicants for specialities 231 Social Work and 053 Psychology for the first (bachelor's) level of higher education as an elective discipline in the fourth year, within the framework of our educational and methodological support, there is no doubt that the ability of future specialists in socio-economic specialities to communicate is central to their performance of almost all professional tasks – from counselling young people on how to form conscious parenting to research and communication with colleagues at conferences. The style and format of communication can vary significantly, depending on the conditions and tasks, but the professionalism of future specialists in socio-economic specialties is to preserve the content of communication in each case, to achieve more than is provided by the form of communication and even a specific situation. No matter what the problematic issue is, the mission of future specialists in socio-economic specialties is to help a person (or a couple, family) to see the resources and greater opportunities that can be achieved through personal and communicative development simultaneously with solving actual problems.

Future specialists in socio-economic specialties are expected to be efficient, able to resolve conflicts, find a constructive way out of difficult communication situations in the process of forming conscious parenting in young people, and manage their mental state and the process of such communication. These expectations are not accidental – a professional specialist in socio-economic specialties should be able to do all this. A person who has chosen the «path of future specialists in socio-economic specialties» chooses continuous development, the desire for self-improvement, and therefore is ready for changes, transformations, is not afraid to lose the image of the self, the habits that have provided him/her with the level of well-being that he/she already has as a professional.

Due to a more developed reflexive position and attention to the true content (meaning) of communication, future specialists in socio-economic specialties have the opportunity to take a more active social position, showing more successful strategies of interpersonal relations, demonstrating typical mistakes and complexes of people, helping people to get out of the state of «sleeping consciousness» during the formation of conscious parenting in young people.

Professional communication is communication in which future specialists in socio-economic specialties have an awareness of the limitations

of people's reasonableness, the extent to which they are influenced by emotions and stereotypes. Professional communication in the formation of conscious parenthood in young people can be seen as the art of delicate, precise, filigree, living knowledge of oneself and the partner by joining (reincarnation), leading and managing for positive transformations. All this sometimes creates very difficult conditions for future specialists in socio-economic specialties to implement the tasks of forming conscious parenthood in young people. Often, the interviewee seems to oppose himself or herself, expressing distrust of the future specialists in socio-economic specialties or what the specialist proposes to do, and at the same time, most people consider themselves «psychologists» who are able to understand and be aware of themselves and their own lives in general. Maintaining a positive attitude in such difficult conditions is also part of the professional communication of future specialists in socio-economic specialties, part of their art.

Each type of activity involves specific features of professional communication. Future specialists in socio-economic specialties, when forming conscious parenthood in young people, are guided by different principles in their communication than specialists in other specialties and industries, and they also have different goals from those of other professionals in their field of activity. Thus, professional communication always has a certain particularity depending on the type of profession and the type of activity performed, and at the same time, the general structure.

Thus, while studying the EC «Psychology of Professional Communication», applicants have considered professional communication as communication, interaction and have outlined the principles of work of future specialists in socio-economic specialties, according to which their professional communication is formed in the formation of conscious parenthood in young people. The specifics of professional communication, as well as official communication, have been studied separately for future specialists in socio-economic specialties, and approaches to the concept of “communicative competence” have been traced, defining it (based on the analysis of professional literature) as the basis of professional communication of future specialists in socio-economic specialties. The problem of language as the main source of influences and the receipt/perception and transmission of information in the process of professional communication in the formation of conscious parenthood in young people has also been studied.

The main purpose of the developed programme is to introduce pedagogical conditions for the development of professional training of future specialists in socio-economic specialities for the formation of conscious parenthood in young people.

The goals of the author's training programme «Theory and Practice of Forming Conscious Parenthood in Youth» are to increase the competence of training participants in the field of parenting; to develop components of the integral psychological structure of readiness for parenting.

In the course of the training, developing the motivational component, the following has been done: the unity of the axiological field (the connection of the values of the individual) of the family was formed; work has been done on the unconditional acceptance of significant people; life scenarios and work with personal meanings and values have been realised; training on psychological support has been conducted; the advantages of a personal partnership position in communication, in particular in the family, have been shown; feedback from the group members on their vision of themselves as a parent has been received; competence in dealing with difficult interpersonal situations has been increased; a sense of self-worth has been developed; motivation for personal change and the desire for self-development has been formed; principles of a positive self-concept have been formed.

During the development of the cognitive component, the training exercises of future specialists in socio-economic specialities helped to the content of the concept of «parenting» has been realised; the concept of «parental role» has been clarified and expanded; future specialists in socio-economic specialities have realised their internal prohibitions and problem areas in the field of parenting; training with the analysis of situations of child-parent interaction has been conducted; the participants of the training have realised the influence of the parental family on the nature of interaction between members of their own family; training in reflection skills has been conducted; ways of behaviour inherent in the states of «I-Child», «I-Parent», «I-Adult» (according to E. Berne).

The development of the activity component has been improved by teaching empathic listening, developing empathy; developing a culture of expression; learning to control emotions; increasing the level of awareness and control of non-verbal aspects of behaviour; forming effective attitudes of inner freedom and confidence; developing an individual style of response in a stressful situation of interpersonal interaction.

On the basis of social services, several practical classes have been held with students on the formation of conscious parenting among young people. As mentioned above, these classes have been conducted by leading experts in socio-economic specialities by prior arrangement. The greatest value of such workshops is the opportunity to get acquainted with practical experience in the social sphere on specific examples and in real conditions of future professional activity.

In addition to attending the scheduled practical classes, students had the opportunity to observe the work of experienced specialists in sociconomics specialities in social services on an individual schedule, and under their guidance, to take the necessary measures in each case to form conscious parenting among young people. Several students have been assigned to one specialist in socionomic specialities, which has helped to establish close relationships between them and provide individual assistance.

It should be noted that the management of social services and specialists in socionomic specialties (social workers) were quite positive about such cooperation with the departments that provide professional training for future specialists in socionomic specialties, because together with teachers they realised that only in conditions of direct work with young people and under the guidance of a «specialist», applicants have the opportunity to develop and improve their knowledge, skills, professionally significant qualities for the formation of conscious parenting. In addition, specialists in socio-economic specialties saw the applicants as their successors and treated them as future colleagues. In this regard, it should be added that due to such cooperation, some applicants decided to continue their employment in these social services.

Also, the programme of industrial practice of future specialists in socionomic specialties has introduced tasks for professional training for the formation of conscious parenthood in young people, because during the practical training period the process of forming professional skills is especially intensive, since it is conducted in conditions as close as possible to future professional activities, and, in fact, is the organisation of independent practical activities aimed at solving specific professional problems.

The purpose of the practical training was to improve the level of professional training of future specialists in socionomic specialties by studying modern forms of work organisation in the field of their future

profession, acquiring skills and abilities to work in specific areas of assistance, and increasing the level of competence in the field of conscious parenting among young people.

The practice helps to understand better the peculiarities and the content of the work of future specialists in socio-economic specialities in the formation of conscious parenthood in young people, and contributes to the formation of a realistic approach to future professional activities.

The industrial practice of future specialists in socio-economic specialities is part of the educational process, but in a production environment. Therefore, it is very important to combine the practical activities of students during the internship with training sessions, which are held in the form of lectures and discussions on specific production problems. For this purpose, while planning the working time of future specialists in socio-economic specialities during the practice, it is necessary to conduct lectures (or excursions) at the end of the working week, allowing the applicant to independently complete the practice programme in the first days of the week.

To complete the practice programmes of future specialists in socio-economic specialities, it is necessary to complete general and individual practice tasks. An exemplary list of individual tasks for future specialists in socio-economic specialities in the formation of conscious parenthood in young people:

1) Analyse the psychological and pedagogical methods and forms of work used in the practice of the institution / service – the basis of practice for the formation of conscious parenthood in young people.

2) Identify the psychological characteristics of the clients of the institution – the basis of practice. Analyse which psychological theories should be used to increase the effectiveness of activities to form conscious parenthood in young people; provide appropriate forms of work.

3) Conduct a psychological diagnosis of the temperament, characterological and personal characteristics of clients of the institution / service in the formation of conscious parenthood in him/her.

4) Organise a study of the peculiarities of psychological adaptation of students of different ages, taking into account family relationships.

5) Analyse the possibility of using social and psychological training in the organisation where the internship takes place to form conscious parenthood in young people.

6) Develop an abstract of an educational lecture for parents of preschool, school or out-of-school institutions upon their request.

7) Develop an abstract of an educational lecture for teenagers and high school students upon the request.

8) Develop an educational poster on the topic: «anxious child», «aggressive child», «shy child», etc. upon request of the institution/service).

The final stage of the practical training is the summing up of the results, which were conducted at the department after the students returned from the practice with the participation of the supervisors of the practice from the department. The results of the practice were analysed in general and by individual bases, the quality of individual tasks during the practice period (especially of a problematic nature) was determined, the shortcomings and positive aspects of the practice were identified, and the opinions of future specialists in sociology and teachers on the course of the practice were exchanged. The positive assessment of the internship revealed the ability of future specialists in socio-economic specialties to apply and creatively use theoretical knowledge related to the peculiarities of the formation of conscious parenthood in young people; demonstrated activity and initiative in performing tasks and interacting with the management, staff and visitors of the institution in solving problematic issues.

The specifics of the professional activity of future specialists in socio-economic specialties determine the thorough practical training of bachelors, which takes place both during the mastery of professional training disciplines and within the framework of undergraduate practice. Undergraduate practice is compulsory for every student of higher education.

The pre-diploma practice has been conducted separately from the classroom learning process and provided for the independent work of future specialists in socio-economic specialties in socio-economic organisations, performing various professional tasks, collecting empirical material for writing a qualification work, etc. During the period of pre-diploma practice, the process of forming and consolidating professional skills was more intensive due to the conditions that were as close as possible to future professional activities, as well as the active involvement of trainees in the work of the institution – the base of pre-diploma practice as assistants to specialists in socio-economic specialties in the work on the formation of conscious parenthood in young people.

The peculiarity of the pre-diploma practice of applicants for the first (bachelor's) level of higher education in the specialty 231 Social Work and 053 Psychology was a targeted, in-depth research in practice of the problems of providing assistance, topical issues of modern socio-economic practice, the use of classical and innovative methods of counselling and psychocorrection, methods of psychological diagnosis, aspects of social management, etc. in the context of the formation of conscious parenthood in young people.

The choice of a particular institution as a base of practice is made by the higher education applicant individually, in accordance with the research problem chosen within the qualification work.

The practice was considered to be credited when all the tasks of the undergraduate practice were completed in full, the applicant's ability to apply and creatively use the acquired theoretical knowledge related, in particular, to the implementation of research or applied activities in the work on the formation of conscious parenthood in young people was revealed. Activity and initiative in the implementation of planned tasks and interaction with the management, staff and visitors of the institution were demonstrated.

Conclusions. Thus, we can state that the values of responsible parenthood in young people are formed gradually, and this process of formation can be divided into two successive stages – the stage of potential parenthood and parenthood itself. It has been found that moral and psychological readiness for marriage and parenthood means that a person perceives a whole range of requirements, responsibilities, social standards of behaviour that regulate family life.

In the course of the analysis, a system of socio-pedagogical factors influencing parenting strategies that should be taken into account when forming conscious parenthood in young people (paternal family, family policy, mass media) is allocated.

On the basis of generalisation of scientific approaches, it has been determined that professional readiness is a complex psychological and personal formation that covers a system of integrative qualities, knowledge and skills that ensure successful implementation of future professional activities; it is the result of professional training of future specialists, their personal formation and self-development, motivation and attitude to professional activities and a prerequisite for the effectiveness of such activities.

The essence of training and situational learning as a promising form of professional training of future specialists in socioeconomic specialities for the formation of conscious parenthood in young people has been revealed. The structure is presented, important differences between training and traditional forms of education are substantiated. It has been found that the training methodology is mainly based on interactive communication, business games, discussions, involves active involvement of students in the educational process and ensures the most effective learning of the material. The advantages of the training include: learning in a game form, theory in an accessible form; real-life situations are worked out, significant roles and situations are played out, and the boundaries of behaviour are expanded; participants are given the opportunity to conduct a thorough psychological analysis on their own, which enhances the learning effect. In order to increase the motivation of students, it is planned to actively use technical and methodological teaching methods. Significant prospects of situational learning in the context of analysing specific and critical situations (case method) have been proved.

We believe that the theoretical knowledge and practical skills acquired by students during trainings and situational learning will be successfully transformed into independent activities in the course of practical tasks. Students will master group methods of providing social and psychological assistance in the formation of conscious parenthood in young people.

2.2. До питання маркетинг послуг в організаціях соціальної сфери

**Визначення маркетингу,
його основних напрямів,
видів та місця у
соціальній сфері**

Основним завданням внутрішньої політики соціально-орієнтованих країн світу є вирішення соціальних проблем і підвищення добробуту населення. Наша держава також взяла на себе важливе зобов'язання, яке полягає в необхідності забезпечення високого рівня та якості життєдіяльності свого населення. Важливість розв'язання в Україні проблем соціального характеру актуалізують наразі питання впровадження маркетингу в діяльність організацій соціальної сфери суспільства, його місця, ролі та впливу на їхнє функціонування у напрямку забезпечення соціального розвитку країни.