

FAMILY LIFE EDUCATION: ACTIVE METHODS

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ABSTRACT: FAMILY LIFE IS AN EXTREMELY IMPORTANT ACTIVITY IN SOCIAL TERMS, BUT, AS NOTED BY PSYCHOLOGISTS, THE MOST DIFFICULT ONE. THEREFORE, THE PROBLEM OF COMPREHENSIVE PREPARATION OF YOUTH FOR FAMILY LIFE IS ACTUALIZED NOWADAYS. SOLVING THE PROBLEM OF PREPARING ADOLESCENTS FOR FAMILY LIFE IS NOT FULLY REALIZED IN TODAY'S SCHOOLS. THE AUTHOR OF THE ARTICLE OFFERS A MODEL OF SOCIAL ACTIVITY OF THE TEACHER TO PREPARE ADOLESCENTS FOR FAMILY LIFE. THIS MODEL AIMS TO HELP YOUNG PEOPLE UNDERSTAND THE ROLE OF THE FAMILY IN HUMAN LIFE, TO FORM AN ADEQUATE IDEA OF THE FUTURE OF MARRIAGE, TO LEARN TO OVERCOME DIFFICULT LIFE SITUATIONS, TO FORM MOTIVATIONAL AND PSYCHOLOGICAL READINESS OF THE INDIVIDUAL FOR FAMILY LIFE.

KEY WORDS: PREPARATION FOR FAMILY LIFE, VALUABLE RELATION TO FAMILY, FAMILY LIFE EDUCATION, ACTIVE METHODS IN TRAINING FOR FAMILY LIFE.

Introduction

FAMILY is a structural unit of society, the first social community of the child and the natural environment for its development, which laid the foundation for future identity.

THE problem of training to the future family roles and obligations of a wife, husband, mother, father has existed since the beginning of 16 century. But nowadays this problem is still acute. In connection with the crisis of the family and the destabilization of marriage and family relations there is a need for targeted comprehensive systematic work to prepare adolescents for family life.

TRAINING to the marriage and family life is a systematic process, including moral, legal, psychological, ethical, pedagogic and other aspects. The main aim of training of teenagers to the family life is to form an active personality able to successful marriage and responsible parenthood.

Methods and forms of organization of social and educational activities for the formation of the valuable relation to the family

ORGANIZATION of social-pedagogic activity aimed at teenagers' training to the family life should be organized like a certain system of actions realizing by means of methods and forms using by social pedagogue. Active methods such as discussions, debates, press-conferences, trainings, role plays, psychological practicum and others favor solutions of these problems. Advantage of such active methods consists in temporal pupils' activity (it must be

stable and long); independent making decisions, high degree of motivation and pupils' emotionality; relational self-organization of the activity.¹

USAGE of active methods in training to the family life allows pupils to enrich their experience, knowledge and skills in the sphere of marriage life organization, understand the peculiarities of relationships with other people.

ONE of the most effective methods of working with young people is the organization of debates and discussions, which should be used both during the learning process, and during extracurricular educational work.²

THE dispute is a clash of different points of view. It satisfies the need of participants in spiritual communion, allows competently and fruitfully discuss issues prove and convince, defend their point of view.

A necessary condition for the successful debates is the careful preparation of teachers and students for its conduct. In order to make statements to the disputants persuasive, argumentative, they should be supported by examples from the life, sayings of great men, examples from literary works, and more than that the debate should be carefully prepared in advance. Preliminary preparation of students for disputation ensures their activity, the ability to build their statements clearly and convincingly.

IN preparation for the dispute it is important to determine its topic. Selection and preparation of topics should be carried out taking into account the interests and needs of age high school students. The greatest educational effects give those debates which topics are chosen by the students.³ High school students interested in understanding the issues of love, friendship, happiness, loyalty, issues related to the formation of relationships between men and women, parents and children, thus the subject of the held debates should address precisely to such issues ("What is the secret of family happiness?", "A cottage is Paradise with the man you love?", "How to keep communication between parents and children?", "Happy family - what is it?", "How do you understand family comfort?" etc.).

TOPICS of disputes can affect various aspects of family life. Acting on the need-motivational sphere of students, they contribute to enhanced student interest in family issues.

HOST begins debate with the opening remarks about the importance of the topic; presents interesting facts, examples that can interest the audience; presents different points of view on this issue; invites to meditation, involves a dispute confronts opinion to draw conclusions, summarize. In his concluding remarks, the host should summarize the results, point to the correct solution of the problem, thank for the activity.

V.I.Belov identifies the following conditions of the effective dispute:

1) It is advisable to observe the regulations and provide: for the first performances of 5-7 minutes, for the second ones 2-3 minutes (regulation disciplines speakers, teaches them discipline, clear presentation of ideas);

2) questions to the speaker and opposition to it during a speech are permissible with the consent of the audience;

¹ A.I. Zhuk, *Activnye metody v sisteme povyszenia kvalifikacii* (Minsk: Aversev, 2003). - 336 p.

² A.M. Tkachuk, *History, theory and methodology of cultural and educational activities* (Brest University BrSU, 2006). - 162 p.

³ Z. Artyomenko, *Alphabet forms of educational work* (Minsk: New knowledge, 2001). - 315 p

3) a host has the right in some cases to stop acting if the participants strayed from the topic of debate.⁴

THE host should feel the atmosphere of the dispute in order to determine in time the damping moments of attention and interest of the audience. To terminate the dispute is better after reaching its emotional peak. The duration of the dispute should not exceed one and a half hours.⁵

AS the basis for the dispute can be taken collectively read books, stories, watched movies, observations, impressions received in the family and in everyday life. The success of the debates facilitated by the use of material from periodicals - newspaper and magazine articles, which give the opportunity to awaken the interest of students, to expand the scope of their knowledge about marriage and family relations. Skillfully selected material allows interest high school students, affect their feelings, intensify independent thinking, help to delve deeper into the essence of a particular phenomenon of family life and marriage. In their discussions, students will be able to analyze not only the behavior of the characters of movies and books, but also summarize their personal experience.

EFFECTIVE method of group work with teenagers is a *discussion*. Discussion is the study of the disputed issue through the collision of different approaches during the discussion. It makes possible to identify and overcome the difficulties because of different views during the disputes.⁶ In the course of group work the intra and inter-group discussion should be used. Intragroup discussion is a group discussion about a problem, a comparison of opinions, evaluations of group members about the problem itself and options for its solution. Intergroup debate is a discussion of some problems between small groups, in which there are different, sometimes opposite views. Usually in this case confrontational techniques are used. Their essence is to teach group members how to analyze and question their behavior through self-awareness and reflection of their own and others' experiences.⁷

THE atmosphere of lively ideas exchanging, the clash of different views in the process of discussion and debate makes high school students not only comprehend and defend their point of view, but also prove the fallacy of the views of opponents or agree with the arguments of the comrades and revise their behavior. Disputation and debate promote formation of personality, forcing students to reflect on many topics, to analyze their actions, give them a correct assessment that will help high school students in the future of family life.

A form of discussion is so-called "*philosophical table*", which demonstrates, refined ideological positions of the participants. Topics of discussion may include the following "Family for me or me for the family?", "The price and value of the family", "Family and its mission," etc. Discussion of "philosophical table" should not lead to the adoption of the single participants and the final decision of life's problems. His main result - encouraging independent thinking adolescent urge to analysis and synthesis of vital phenomena.⁸

⁴ The socio-cultural activities as a means of education of a person / N.V. Navumchyk.(Minsk: High School, 2004). - 143 p.

⁵ M.I. Rozhkov, Theory and Methods of Education (Moscow: VLADOS PRESS, 2004). - 384s.

⁶ A.M. Tkachuk, History, theory and methodology of cultural and educational activities (Brest University BrSU, 2006). - 162 p.

⁷ K. Rudestam, Group psychotherapy (S.Petersburg: Piter, 2001). - 384 p.

⁸ N.N.Shatskaya, Azbuka form vospitatelnoj i ideologiczeskoj raboty s molodezhju (Brest BrSU named after .A.S. Pushkin, 2007). - 46 p.

ONE form of work to prepare adolescents for family life is an *auction*. Auction as game form is based on "sale" and "purchase" of different items (books, albums, drawings, etc.), strengthening the moral and spiritual values of society. "Buying" is accomplished through the presentation of knowledge, requested by the "seller", thereby stimulating the interest of participants to the intellectual and moral values, self-education.⁹

THE leading role in the auction belongs to the *audience*. For the auction jury is selected, which is usually consists of the registry office workers, lawyers, doctors, teachers, members of the family clubs, etc. The host put the audience up to the questions. The right to answer has a person who raises his hand first. After the answering the rest of the first team can add something to the answer. Then one of the members of the jury completes respondents' answers reporting missing information. The auction can take place in two stages. At the first stage all the teams are involved, at the second stage only the top two teams are allowed to participate in auction in order to determine the winner. At the end of the auction jury summarizes results and award prizes all participating teams.¹⁰

SUCH method is a form of getting knowledge in this sphere, checking the efficiency of the whole work in order to prepare teenagers for family life, the formation of the valuable relation to the family. Auction should stimulate interest in knowledge; teach precisely how to formulate the idea, to develop good listening skills and to make an addition to the answer.

Study and analysis of problem situations is one of the effective methods of group work, which should be used in the process of extracurricular work with high school students to educate their quality family man and shaping their valuable relation to the family. Using the problem of moral and ethical situations contributes to the development of students' interest in the problems of family relations. At first, such a situation can wear reproductive character, and then gradually be turned into part retrieval and problematic task.¹¹

THE method of the problem situations analysis involves the following steps:

- Introduction to the problem (relevance, complexity and importance of the solution);¹²
- Statement of the problem (defined range of tasks, border analysis and search for solutions, set mode);
- Group work over the situation;
- Group micro discussion (discussing viewpoints and solutions, the formation of a unified approach to the problems, the choice of the best solution in this situation);
- Final conversation (summing up relying on pre-designed "key" analysis of the situation - the best option to solve the problem).

TYPICAL life situations and its solutions, tasks for reflection and production capacity to comprehend the reasons for the actions more than that these life situations are of great interest among teenagers, which should be used and maintained in the preparation for family life. We can use the following situations: falling-out with her husband (wife) about the conduct of economic affairs, conflict with parents due to late return home, etc.

⁹ I.A. Rudakova, Deviant behavior (Rostov-on-Don: "Phoenix", 2005). - 156 p.

¹⁰ I.A. Rudakova, Deviant behavior (Rostov-on-Don: "Phoenix", 2005). - 156 p.

¹¹ L.I. Malenkova, Theory and Methods of Education (Moscow.: Russian Pedagogical Society), 2004. - 304 p.

¹² A.I. Zhuk, Aktivnye metody v sisteme povyszenia kvalifikacii (Minsk: Aversev, 2003). - 336 p.

DURING the discussion of problem situations, finding the optimal solution of problems faced by different viewpoints there are heated debates which contributes to the formation of students' creative thinking, which is necessary for successful educational activity of the social teacher to prepare teenagers for family life.

THE primary purpose of formation of the valuable relation to the family is the accumulation of the younger generation analogues role of family relationships, as in today's marriage to the fore more and more out personality, psychological characteristics of husband and wife, which determine the stability of the family. In this regard, the problems of family and marriage should be viewed in the context of future family relations.

THE most effective in this respect are such forms of group work as *Pretend Play* and training that can be applied in the study of any problems of family life. Role-play can be described as a situation in which someone is asked to assume the role, uncharacteristic for the performer, or characteristic of him, but in a totally different environment. Role-play gives the opportunity to see or simulate behavior that is more successful, work them in a safe environment and get approval and positive feedback from their peers. The most important thing - high school students can look at their behavior and the behavior of others from a new perspective.

ROLE play is usually structured as follows:

- Students are encouraged by the description of the family situation in which there is no end;
- Micro group's students dramatize the situation showing a possible variant of its solution;
- The possible ends of the situations are given.¹³

Psychological games and exercises are needed to achieve objectification, identification and expression of the individual terms of a future family man, providing for creation of two major components of effective teaching necessary emotional tone and proper motivation of students.

Training is a special systematic teaching, instruction according to methods worked out in advance, centered on building and improving certain skills.¹⁴ Ethics training is a form of the ideal representation by role-playing situations involving the relationship between people, reconstituted "here and now" and analyzed from the standpoint of moral norms. The main objectives of this form of work: ethical (inculcation of ethical communication skills, strengthening of moral ideas, general rules and regulations of constructive communication); psychological (development of reflection, the development of stable motives of moral conduct); teaching (the formation of moral norms of behavior, correction of relations in the family, among friends, improve the psychological climate in the family).¹⁵ Most training sessions built on a common plan: greeting, warm-up exercises, group discussions and role-playing, the informational part and reflection.¹⁶

¹³ N.I.Nikitina, Methods and technology work of the social teacher (Moscow. Center VLADOS, 2007). - 399 p.

¹⁴ Dictionary of pedagogy / red. P.I. Pidkasisty (TC Sphere, 2004). - 448 p

¹⁵ N.N.Shatskaya, Azbuka form vospitatelnoj i ideologiceskoj raboty s molodezhju (Brest: BrSU named after A.S. Pushkin, 2007). - 46 p

¹⁶ N.N.Shatskaya, Azbuka form vospitatelnoj i ideologiceskoj raboty s molodezhju (Brest BrSU named after .A.S. Pushkin, 2007). - 46 p.

INTERESTING form of collaboration is *brainstorm* - a sudden intuitive idea, accompanied by an irresistible emotional reaction, group finding of new alternatives to solve the problem, the problem. Brainstorm based on four rules that are aimed at reducing critical and self-critical attitude of a person and enhances self-confidence:

- Exclusion of criticism, the right to express any thought;
- Encouraging unbridled imagination;
- To improve the resolution of ideas, combine and modify them;
- Number of proposed ideas should be as large as possible.¹⁷

BRAINSTORM modification can be such a division of participants, with some groups perform the function of generating ideas, while others - critics. Brainstorming Group starts generating ideas; they are recorded and transmitted to the group of critics. Critics select the most promising ideas, and define the problem, which again is offered to groups of generation ideas. This process is repeated cyclically.¹⁸ The method should be used to determine the participants' opinions on a specific issue or question with the critical consideration, for example, "What is the secret of happiness of the family?", "What is a family? What is a happy family?" "The causes of misunderstanding between parents and children" and others.

IN extra-curricular activities in order to prepare teenagers for family life can also be widely used *mass forms*: evenings, competitions, tournaments, etc. The contents of these measures can include an accessible and fascinating information about the culture of interpersonal relationships boys and girls, love and marriage, family and marital relationships interesting facts about the family life of famous people: writers, poets, artists.

THE evenings as a form of extracurricular activities on the preparation of teenagers for family life is very popular among teachers and students.

THE purpose of the evening of questions and answers is to raise teenagers' awareness in the field of family relations. Information about the date of the event and its subject and content is given in advance; the questions for the experts who will take part in the evening are also prepared beforehand. One should care about the distribution of literature (leaflets, booklets, instructions) for the participants of the event. The evening of questions and answers can be carried out for a mixed audience and for a split one (only for boys or only for girls). Host of the evening is to give a summary of the problem. Each speaker gives the time to talk about topics from the perspective of their profession. Participants can ask questions in written form or orally. To activate the audience it is desirable to start the event with a view of individual fragments of videos related to the topic. It should be possible to communicate with teenagers specialists in individual interviews.¹⁹ For example, under the program for the formation of the valuable relation to the family among teenagers it is advisable to spend an evening of questions and answers, "The legal framework of marriage and family", which will be attended by a lawyer and a representative of Vital Record registry office. The purpose of the event is acquaintance with the rules of adolescent family law, parental responsibility for the upbringing of children, criminal responsibility for domestic violence, etc.

¹⁷ G.I. Makartycheva, Correction of deviant behavior. Trainings for teenagers and their parents (SPb. : Speech, 2007). - 368 p.

¹⁸ A.I. Zhuk, Aktivnye metody v sisteme povyszenia kvalifikacii (Minsk: Aversev, 2003). - 336p.

¹⁹ I.A. Rudakova, Deviant behavior (Rostov-on-Don: "Phoenix", 2005). - 156 p.

A special group of theme evenings are complex artistic and journalistic activities in which a connected chain of oral presentations, visual and musical images on a specific plot reveals important problems of life.²⁰ Theme evenings can be devoted to specific aspects of the relationship of young people, parents and children, a specific area of family life. For example, a lyrical evening "One should know how to cherish love", which goal is to educate the feelings of respect for the woman. In the process of extra-curricular activities to teenagers contests for the best reading poems and singing songs about love, dramatization fragments of works of love and marriage are offered.

QUITE an interesting form of work with teenagers are *reading*, which allows not only passively listening to lectures of teachers, but also independently study the literature on a particular issue, to participate in the discussion. Reading can be organized as follows: first, the students determine the issues of family psychology and pedagogy, which they most care about. The teacher collects information, analyzes it, and then with the help of the librarian and other professionals determines the book where you can get an answer to this question. The peculiarity of these readings is that by analyzing a book, teenagers should express their own understanding of the issue.²¹

Family clubs is a special place in the formation of the valuable relation of teenagers. The basic principles of the organization are: co-creation of subject and object; intensification of activities through targeted communication, voluntary. Family clubs perform the following tasks: overcoming destructive conflicts between spouses and between parents and children; increase in self-awareness of the causes of the conflict; interoperability skills training; training in overcoming family conflicts. The terms of the effectiveness of family clubs is the individualization of activities to the development of each individual; deep differentiation; democracy; independence; activity. Family clubs help to relieve psychological stress, give discharge, can help meet the need for communication, mutual understanding, and the acquisition of new knowledge in the field of family relations.²²

THE methods of preparation of teenagers in family life named above are oriented to the use of group work in the form of social and educational activities. Relationships that occur between members of the group to a large extent reflect their true relationship since group to some extent simulates the real life in which the teenager shows a similar relationship, attitudes, values and ways of responding. In addition, with the help of group work one can produce such abstract social skills, as an expression of empathy, respect and courtesy to others. Correction capabilities and behavior necessary for the formation of family life, personal qualities, knowledge and skills in a group interaction is much higher than that of traditional methods of pedagogical influence.²³

THE advantages of group work over other forms of work are in the following positions:

- Close psychological contact all members of the process (eye contact);
- Democratic relations;
- A sense of importance - increased self-esteem;
- A sense of community;

²⁰ Z. Artyomenko, Alphabet forms of educational work (Minsk: New knowledge, 2001). - 315 p.

²¹ V.S. Kukushin, Pedagogy of primary education (Rostov-on-Don: Publishing Center "Mart", 2005). - 592s.

²² I. Yeroshenko, Cultural and educational activity among children and adolescents (Moscow: Center VLADOS, 2004). - 221 p.

²³ S.V. Kovalev, Preparing high school students for family life (Moscow: Education, 1991). – 143 p.

- High degree of self-activation of each member of the group (even the timid included in the work);
- Differentiated approach;
- Comfortable psychological climate (friendliness, openness, frankness, listen to the opinion of each);
- Creativity;
- Consideration of the issue from many points of view;
- The ability to listen to and take someone else's point of view;
- The ability to express and defend their point of view;
- The development of speech and communication skills;
- The ability to clearly and succinctly express their thoughts.²⁴

THUS, in the group are certain conditions under which each participant can express oneself. Also provide effective feedback, which allows the participant to most effectively and deeply understand myself, to realize their own inadequate relationships, attitudes, emotional and behavioral patterns (which are manifested in interpersonal interactions) and the resulting change them in a friendly atmosphere.

FROM all above it can be concluded that the use of active methods of preparing teenagers for family life contributes to: the development of sensitivity in relation to other people, expand life experience through playing possible situations, the formation of adequate behaviors.

Conclusions

ALONG with the notion of "willingness to marriage" the term "preparation for family life" is used. The content of training students to perform future family and related rights and responsibilities include: psychological training (formation of student socio-valuable relation to the development of a culture of family life and gender); theoretical training (knowledge about marriage and family relations: basic knowledge of the state and law, the foundations of the economy, employment, etc.); practical training.

SOLVING the problem of preparing adolescents for family life is not fully realized in today's schools. In order to solve the problems in the sphere of education contradictions may be offered a model of social activity of the teacher to prepare adolescents for family life. This model aims to help young people understand the role of the family in human life, to form an adequate idea of the future of marriage, learn to overcome difficult life situations, to form a motivational and psychological readiness of the individual to life in the family.

BUSINESS model of the social teacher to prepare adolescents for family life includes interconnected and interdependent procedural components: goal, objectives, content, methods, forms, result. The main structural component of the model is the goal, defined as the organization of the activity of the social teacher to prepare adolescents for family life. To achieve this goal formulated the following tasks: to inform minors of the legal and moral standards in the field of marriage and family relations, the formation of children valuable relation to the family, the enrichment of the social experience of teenagers through interactive learning.

²⁴ K. Rudestam, Group psychotherapy (S.Petersburg: Piter, 2001). - 384 p.

AS a part of a substantial component of the model the program of activities of the social teacher was developed to prepare adolescents for family life. The program includes organizational, diagnostic, motivational, cognitive-operational, reflexive stages. The main objectives of the program are: formation of positive attitudes of teenagers on an informed choice mate (husband, wife), creating a strong family, responsible fulfillment of their family responsibilities; adopted adolescents pedagogical knowledge and skills parenting, homemaking; creation of knowledge about the legal and ethical norms of family life.

TO overcome the challenges in preparing adolescents for family life contributes to the use of active methods of work during extracurricular activities with adolescents - discussions, debates, press conferences, workshops, situational role-playing games, psychological workshops, etc. The use of active methods of work in preparation for family life allows students to enrich their experience, knowledge and skills in the sphere of family life, especially to understand their relationships with others.

ACTIVE learning methods focused on the use in the process of organizing the training of adolescents for family life forms of group work. Working in a group makes it possible to develop the necessary communication skills, including the ability to describe the behavior of transmit their feelings, reflexive and non-reflexive skills listening, giving feedback and confrontation. Successful mastery of these skills contributes to a culture of interpersonal relationships boys and girls, students accumulate samples of interpersonal interaction in the family, in the future, in our opinion, will contribute to the stability of family relations.

IMPLEMENTATION of the training program to prepare adolescents for family life contributes to intrinsic motivation of students to create a family, raising their interest in issues related to family life, the need to increase the accumulation of knowledge and skills needed in family life (child-rearing, housework and etc.).

ACTIVITY of the social teacher to prepare adolescents for family life in a secondary school may be effective if the value attitude to the family will be one of the top goals of the educational process and the priority for teens, will be widely used active methods of work with high school students (seminars, trainings, press conferences, debates, etc.).

IT is important to remember that this training should carry out social pedagogue in collaboration with subject teachers, psychologists and family.

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SOCIOBRAINS