

Social Portrait of the Family in the Light of New Socio-Political Trends

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Abstract: The issue regarding formation of a values-based attitude towards creating a family among modern youth is acquiring special relevance, since changes in moral guidelines have led to the intensification of negative phenomena such as: liberalisation of sexual morality, an increased number of divorces, illegitimate births, single-parent families, and the spread of social orphanhood. Due to the fact that the family is currently perceived as a structural component of the development of individual socio-economic trends, the purpose of the paper is to assess the levels of values-based attitudes towards family creation among students. In the course of the study, the following methods were used: diagnostic (questionnaires, the method of sentence completion, testing), that made it possible to identify the levels of formation of the attitude towards family creation among students; a theoretical method of analysis that allows a comprehensive study of the reasons that complicate the process of forming a values-based attitude regarding family creation. The novelty of the study is determined by the fact that a student family is understood as a family in which both spouses are full-time students of a higher education institution, that is, homogeneous in social status of a man and a woman. This is a young family in which the spouses are no more than 28 years old, and the length of family life does not exceed 5 years. The paper indicates that student families are the most progressive, since spouses are ready to accept everything new - in the organisation of life, in the arrangement of the family structure, and the like. Material motives in choosing a spouse in such families play a secondary role, especially in relation to the requirements from a woman to a man. The materials of the paper are of practical value for experimental verification of pedagogical conditions for the family creation among students in extracurricular activities.

Keywords: Young family, values-based attitude, society, family life, student family.

INTRODUCTION

Awareness of the importance of family relationships, friendship, respect, responsibility reflects the willingness of young men and women to be responsible for the consequences of their actions (Moore and Hofferth 1980), the need to act in accordance with moral norms and requirements forms the correct attitude towards family creation (Fitzgerald and Glass 2008). However, the qualities of a future member of a family as socially significant signs of a values-based attitude towards family creation are manifested not only in consciousness; moral feelings play an important role in their upbringing (Stier and Tienda 1997). Therefore, it is necessary to develop the emotional sphere of the personality, since moral feelings reveal a person's attitude towards other people, family, and the person itself (Aassve, Billari and Spéder 2006, Zarosylo *et al.* 2018, Bakhov 2014).

Thus, early adolescence is favourable for the formation of a values-based attitudes (Murphy 1987), since during this period there is an intensive development of the personality, aspirations and ideals, self-reflection are formed, develops the need for self-education (Raab 2017); confidence in the future,

building life plans and prospects; development of certain standards, ideals, models of masculinity and femininity; choice of profession and personal place in society (Cantalini 2017); the search for the meaning of life (Ongaro and Mazzuco 2009); emergence of the values of friendship, love (Mincy and Dupree 2001); active search for a partner, love (Raab *et al.* 2014). However, early adolescence is characterised by painful self-esteem, impulsive behaviour, excessive sensitivity, and youthful exuberance (Berrington 1994). The paper gives comprehensive consideration to the essence of the concept of "student family" (Kumara Pillai 1984).

Investigating the subject of preparing young people for family life, it is argued that young men and women have different attitudes towards their new marital status (Garland 2012). According to observations, the woman most often organically and easily perceives new responsibilities – wife, mother, housewife (Zerle, Cornelißen and Bien 2012). The man continues to search for the meaning of life, the formation of his personality lasts longer (Gavalas 2005). For a woman, marriage is, first of all, a safe, secure home and everything connected with it (Keim, Klärner and Bernardi 2013): material well-being, protection, romantic appeal, affection and the opportunity to become a mother; for a man, marriage is sexual satisfaction, a woman's care, and only then the need to provide for a family and support the mother of his

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children. Therefore, these features must be taken into account in the process of preparing young people for family life (Gibson-Davis 2009).

The problem of preparing young people for family life is reflected in the pedagogical literature (Besemer, Farrington and Theobald 2016). This issue was considered in the pedagogical heritage of V. Sukhomlinsky (1981), who attached great importance to fostering feelings of love among young people. The humanist teacher considered the nature of the relationship between a man and a woman to be one of the defining conditions for preparing young people for family life and paid special attention to educating young men and women about the readiness to become husband and wife, father and mother (Sukhomlinsky 1981). According to V. Sukhomlinsky (1981), family life, on the one hand, is a great joy, and on the other, hard work. Characterising the specifics of the modern student family, it is worth noting that student families differ from ordinary young families, since they have to face specific socio-psychological problems, including: social and psychological immaturity of spouses; financial and psychological dependence on parents; authoritarian interference of relatives in family life; lack of readiness for independent housekeeping; housing problems; a conflict of education and family obligations; restriction of freedom and independence; the emergence of new responsibilities, and, therefore, a decrease of free time; change of the leisure activities (Powers 1993, Bilotskiy *et al.* 2017).

MATERIALS AND METHODS

An empirical study based on the developed criteria, corresponding indicators and a selected set of diagnostic procedures was aimed at solving a research task – to assess the levels of formation of students' values-based attitudes towards creating a family (Chamrathirong, Morgan and Rindfuss 1988). To conduct this research, the following methods were used: questionnaires, the method of sentence completion, testing. A diagnosis was made according to the levels of formation of value attitudes towards family creation among students according to the emotionally-valuable criterion (conscious motivation to create a family, the need and recognition of the need to fulfil marital and parental responsibilities; the ability to empathy was formed; the desire to establish family relationships and develop them on the basis of moral values (love, friendship, fidelity, mutual assistance, mutual respect). The distribution of students – participants in the experiment – by years of study was

as follows: 138 people – first-year students; 134 people – second year students; 133 persons – third year students. Among the specified contingent of students there are 197 males and 208 females.

Assessment of the levels of values-based attitudes among students according to the indicator “conscious motivation to create a family, the need and recognition of the need to fulfil marital and parental duties” was carried out using a questionnaire. The respondents were asked the question: “What motives, in your opinion, motivate you to marry?” It was also proposed to choose from the list of motives those that prompt them to marry. The respondents have chosen several answers. Consequently, the sum of the selections received exceeded 100 %. The received answers made it possible to conclude that among girls the motive “love” takes the first place (48.08 %), the second place is taken by the motive “desire to have children, to engage in their upbringing” (45.67 %), the third – “intimate relationship” (43.27 %), on the fourth – “to improve material and housing problems” (38.46 %), on the fifth – “common views and interests” (37.50 %), on the sixth – “fear of being alone” (14.42 %), on the seventh – “legitimation of real marital relations” (12.02%), in eighth place – “to obtain the social status of a married person” (9.62%), in ninth place – “established way of life” (7.22 %) and tenth place is occupied by the motive “influence of parents, other relatives” (5.77 %).

Received answers to the question “What motives, in your opinion, motivate you to marry?” made it possible to conclude that among young men, “love” takes the first place (45.69 %), second – “intimate relationship” (45.18 %), third – “established way of life” (43.14%), fourth – “common views and interests” (42.64 %), fifth – “desire to have children, to engage in their upbringing” (40.61 %), sixth – “legitimation of real marital relations” (37.56 %), seventh – “to improve material and housing problems” (35.53 %), eighth – “influence of parents, other relatives” (12.69 %), in last place – “fear of being alone”, “to obtain the social status of a married person”. In the authors' opinion, the above-mentioned motives for marriage among young men and women have much in common. It should be noted that young men and women are united in choosing “love” as a motive for marriage. This motive ranks first among both genders. But, a motive “desire to have children, to engage in their upbringing” among women rates higher than among men. At the same time, young men highly appreciate such a motive for marriage as “established way of life”.

RESULTS AND DISCUSSION

Here are the data on the levels of formation of values-based attitudes towards family creation among students according to the indicator “established empathic ability” (Table 1). The data given in Table 1 allow us to state that 47.86 % of students revealed a low level of “established empathic ability”. They show intolerance, intemperance, aggressiveness. The average value of the indicator “established empathic ability” is characteristic of 34.09 % of students who situationally show sympathy and experience, sensitivity, respect for others.

A high level of formation of the values-based attitude towards family creation according to the above indicator was found in 18.05 % of the participants in the experiment. These students show respect and restraint when dealing with members of the opposite gender. The study of the formation of values-based attitudes towards family creation among students according to the indicator “desire to create family relationships and develop them on the basis of family values (love, friendship, loyalty, mutual assistance, mutual respect)” was carried out using the sentence completion method. The participants of the experiment, whom the authors attributed to a high level of formation of values-based attitudes regarding family creation according to the above indicators (24.35 %), were asked to supplement

the unfinished sentence “Happy family life depends on ...”. The respondents named a number of signs of a happy family life, among which were the following: love, friendship, loyalty, patience, mutual help, mutual respect, similarity in life goals, community of interests, a sense of responsibility for their family, financial independence, health of the spouse, children, relatives and so on. The average level of the indicator “desire to create family relationships and develop them on the basis of family values (love, friendship, loyalty, mutual assistance, mutual respect)” was revealed by 26.27 % of respondents. They named, basically, the following signs of a happy family life: financial independence, separate housing, love, loyalty, a sense of responsibility for the family, friendship, mutual understanding, mutual assistance, mutual respect, the health of family members, unity of views on raising children, rational housekeeping.

The low level of values-based attitudes formation towards family creation among students according to the indicator “desire to create family relationships and develop them on the basis of family values (love, friendship, loyalty, mutual assistance, mutual respect)” was revealed by 49.38 % of students. These respondents were unable to complete the proposed unfinished sentence. The authors give generalised data on the distribution of students according to the levels of formation of the values-based attitude towards family

Table 1: Levels of Formation of Values-Based Attitudes Towards Family Creation among Students According to the Indicator “Established Empathic Ability” (%)

Levels	Students (N=405)			Average values (%)
	Indicator “established empathic ability”			
	1st course (N=138)	2nd course (N=134)	3rd course (N=133)	
High	22/15.94	25/18.66	26/19.55	18.05
Average	45/32.61	46/34.33	47/35.34	34.09
Low	71/51.45	63/47.01	60/45.11	47.86

Table 2: Levels of Values-Based Attitudes Formation Towards Family Creation among Students According to the Emotionally-Valuable Criterion (%)

Criterion indicators	Levels		
	High	Average	Low
Conscious motivation to create a family, the need and recognition of the need to fulfil marital and parental responsibilities	20.99	34.57	44.44
Established empathic ability	18.05	34.09	47.86
Desire to establish family relationships and develop them based on moral values (love, friendship, loyalty, mutual assistance, mutual respect)	24.35	26.27	49.38
Average value (%)	21.13	31.64	47.23

creation according to the emotionally-valuable criterion (Table 2). The data in Table 2 indicates that the majority of students are characterised by a low level emotionally-valuable criterion (47.23 % of respondents). Thus, the majority of students are characterised by a lack of motivation to create a family based on moral values (love, friendship, loyalty, mutual assistance, mutual respect), distorted ideas about family relationships.

It should be noted that 31.64 % of students recognise the importance of certain moral values for family creation. The motivation for creating a family and fulfilling marital and parental responsibilities is formed in accordance with the characteristics of upbringing in the family and the opinions of peers. The authors present the results of assessment of formation levels of the values-based attitude towards creating a family in the specified contingent of students according to the cognitive criterion (mastering the system of knowledge about the essence and function of the family, the motives for its creation, awareness of the importance of family and marriage for an individual and society as a whole). To solve this problem, the following methods were used: questioning, role-playing game "Interview"; exercise "Am I ready for family life", writing and analysing essays on the topic "My future family. How I see it". Here is the data obtained using the questionnaire. To the question: "What does the concept of a happy family life mean to you?" 24.69 % of respondents gave full detailed answers. Here are some of the answers from the participants: "For me, the concept of a happy family life is a beloved and loving husband, healthy and intelligent children, material wealth, healthy and happy parents and relatives, love, mutual respect, loyalty, understanding, trust. In such a family, everyone is happy". "A happy family life is mutual understanding between spouses, a beloved, beautiful, kind and intelligent wife, a separate large apartment, a well-organised life, healthy, talented and well-mannered children, trust, good work that allows to support family".

It should be noted that 35.80 % of students named three features characteristic of a happy family; 39.51 % of students exhibited fragmentary awareness of the proposed issue. To the question: "Are you going to start a family in the future?", the following answers were received: "Yes, sure" – (62.98 % female; (35.53 % male; "Hard to say" – (22.60 % female; (38.07 % male; "No" – (14.42 % of females); (26.40 % males). Thus, the majority of female students are focused on creating a family in the future. In order to reveal the

knowledge of students regarding the functions of the family, they were asked the question: "What functions does the modern family perform?" According to the results of the survey, 21.63 % of female, 19.29 % of male, students named the functions of the modern family: reproductive, leisure, economic, educational, sexual-emotional, expressive-reconstructive, ethnic reproduction, communicative, gender-role based and the like. Thus, students demonstrated a solid and systemic knowledge of the family and its functions (Karmaza et al. 2018, Kolotyryn et al. 2019, Makushkin 2019).

The diagnostic results indicated that 29.81 % of female and 30.46 % of male students have sufficient knowledge about the nature and functions of the family. Fragmentary and superficial knowledge about the nature and functions of the family was found in 48.56 % of women and 50.25 % of men. In order to assess the level of values-based attitudes towards family creation among students according to the indicator "understanding of the importance of family and marriage for an individual and society as a whole", it was proposed to answer the question: "What does it mean to be a good husband?" (question for young men) "What does it mean to be a good wife?" (question for women). The authors also used the role-playing game "Interview", and the exercise "Are you ready for family life?".

To the question "What does it mean to be a good husband?" young men gave the following answers: "to make good money and provide for your family" (30.46 %), "to love your wife, children, respect your relatives" (22.84 %), "don't drink, don't use drugs" (15.23 %), "to be hardworking" (12.18 %), "to help your wife, take on difficult family tasks" (10.15 %), "to be faithful" (9.14 %). To the question "What does it mean to be a good wife?" young women gave the following answers: "to love your husband, children" (29.81 %), "to be a good housewife" (26.44 %), "to be faithful" (21.63 %), "to look good, follow fashion" (9.62 %), "to show compliance, kindness, tenderness" (7.69 %), "to be hardworking" (4.81 %). Here is the data obtained in the course of the role-playing game "Interview". It was found that 49.04 % of female students show a positive attitude towards civil marriage, since they consider it to be a dress rehearsal for an official marriage. It should be noted that 50.96 % of females openly opposed civil marriage. They named the following arguments: "lack of mutual responsibility", "civil marriage is designed for divorce", "lost time, disappointment", "cohabitation of a man and a woman without any responsibilities," etc. Among

males, 60.91 % consider civil marriage to be the norm. They gave the following answers: “men do not lose anything”, “the opportunity to test their feelings”, “in this marriage, people live for love”, “freedom of relationship” and the like (Matyushenko *et al.* 2018). Here is the data obtained as a result of the exercise “Are you ready for family life?”. So, 48.22 % of male students scored 5 points. This indicates that they consider their future wife as a housekeeper, they are not going to assume family responsibilities. It should be noted that 38.07 % of young men scored from 6 to 14 points. This indicates that they are able to assign a lot of family responsibilities to the future wife. Only 13.71 % of boys received 15 or more points. This indicates that they are ready for family life. Among the girls, 28.85 % scored 5 points. They consider their future husband only as a worker, they are not going to assume family responsibilities. Thus, 38.46 % of young women scored from 6 to 14 points. They impose a lot of family responsibilities on the future husband. Note, that 32.69% of females received 15 points and above. They are ready for family life. Analysis of the data obtained indicates that young men exhibit consumer sentiments, not a desire to take on family responsibilities (Radyuk *et al.* 2019, Samarin *et al.* 2019).

The following are the generalised data on the levels of formation of values-based attitudes towards family creation among students according to the indicator “awareness of the importance of family and marriage for an individual and society as a whole”. A high level of values-based attitudes towards family creation in terms of the indicator “awareness of the importance of family and marriage for an individual and society as a whole” was found in 23.46 % of students. They recognise and acknowledge the priority of the family in their lives. The average value regarding this indicator was found in 37.04 % of students. These students are not sufficiently aware of the personal and social value of the family. A low level of formation of attitude towards family creation according to the above indicator was revealed by 39.50 % of students. They do not recognise the value of the

family in a person's life (Savon *et al.* 2019, Shashkova, Polovchenko and Volevodz 2019, Shtal, Uvarova and Ostapenko 2018a, Shtal *et al.* 2018b, Shtal, Lytovchenko and Poliakova 2019, Toleubai and Kizdarbekova 2018).

In order to assess the students' awareness of the importance of moral values (love, friendship, loyalty, mutual assistance, mutual respect) as the basis of the family, an analysis of essays on the topic “My future family. How I see it” was conducted. When analysing students' essays, attention was paid to values, that are the basis of the family (love, friendship, loyalty, mutual assistance, mutual respect). A high level of awareness of the importance of family values was found in 52 (26.40 %) young men and 68 (32.69 %) young women. The importance of family values is insufficiently understood by 83 (42.13 %) young men and 95 (45.67 %) young women. 62 (31.47 %) young men and 45 (21.64 %) young women have a distorted idea of family relations or do not want to start a family at all. The authors provide generalised data on the distribution of students according to the levels of formation of values-based attitudes towards creating a family according to the cognitive criterion (Table 3).

The data in Table 3 allows to state that the majority of respondents (38.48 %) have a low level of the values-based attitude towards family creation according to the cognitive criterion. These students have fragmentary knowledge about the essence and functions of the family, do not realise the personal and social value of the family in personal life. Only 24.49 % of students have a high values-based attitude towards family creation. They are focused on a future family and fulfilling marital and parental responsibilities; reveal deep and systemic knowledge about the family, its functions, know and understand the motives for its creation; realise and recognise the priority of the family in their life; know and understand the importance of moral values for a future family (Udalova *et al.* 2019). Assessment of formation of attitude regarding family

Table 3: Levels of Values-Based Attitudes Formation Towards Family Creation among Students According to the Cognitive Criterion (%)

Criterion indicators	Levels		
	High	Average	Low
Acquirement of the knowledge about the essence and functions of a family	20.46	30.14	49.40
Awareness of the motives for starting a family	23.46	37.04	39.50
Awareness of the importance of family for an individual and society as a whole	29.55	43.90	26.55
Average value (%)	24.49	37.03	38.48

Table 4: Levels of Values-Based Attitudes Formation Towards Family Creation among Students According to the Indicator “The Ability to Adequately Choose a Style of Behaviour in Various Life Situations” (%)

Levels	Students (N=405)			Average values (%)
	Indicator “ability to adequately choose behaviour styles in various life situations”			
	1st course (N=138)	2nd course (N=134)	3rd course (N=133)	
High	32/23.19	35/26.12	37/27.82	25.71
Average	41/29.71	44/32.84	47/35.34	32.63
Low	65/47.10	55/41.04	49/36.84	41.66

creation among students according to the behavioural-pragmatic criterion (the ability to adequately choose a style of behaviour in various life situations; communicate with the opposite gender; readiness and ability to self-improve as a future family member) was carried out with the help of testing, expert assessment, pedagogical observation, role-playing game “Mutual Claims”, creating problem situations, exercises “My pros and cons”, “How others see me”. Let us present data on the levels of formation of attitudes towards family creation among students according to the indicator “the ability to adequately choose a style of behaviour in various life situations” (Table 4).

The analysis of Table 4 allows to state that 41.66 % of students revealed a low level of “the ability to adequately choose a style of behaviour in different life situations”. These students do not show the ability to predict their actions and consequences of specific life situations. The average level of formation of values-based attitudes towards family creation in terms of the indicator “the ability to adequately choose styles of behaviour in various life situations” is characteristic of 32.63 % of the participants in the experiment. They do not always act appropriately in certain circumstances. A high level of formation of attitude towards family creation according to the above indicator was demonstrated by 25.71 % of students who can predict their actions and their consequences in specific life situations. The study of the level of formation of values-based attitudes towards family creation among students according to the indicator “ability to communicate with representatives of the opposite gender” was carried out using a pedagogical observation card, a role-playing game “Mutual Claims”. In the process of the role-playing game “Mutual Claims”, the participants were required to follow the rules of the discussion, namely: “to listen to the other” and ... “observe the order; show respect for their opinion, even when you disagree with it; to give the opposite side a statement and critical remarks on the merits, and not insults, accusations and problems”,

which do not relate to the subject of discussion. The students were asked to consider and identify three positive and three negative qualities in relation to their own and the opposite gender. The participants of the game filled out the forms, which made it possible to compare the qualities determined by the two teams. The participants in the game have named the following positive typical feminine qualities: beauty, tenderness, attractiveness, kindness, thriftiness, wisdom, patience. The typical masculine qualities were: courage, bravery, intelligence, strength, maturity, rationality. Further, the participants of the game were asked to imagine themselves in a difficult life situation. Students had to name personal qualities (male and female) that would help them to cope with difficult life situations.

The following feminine qualities were listed: patience, wisdom, kindness, compassion, responsiveness, modesty, ability to love and forgiveness, dignity. Among the masculine qualities that will help to survive difficult life situations were listed: self-control, courage, bravery, decisiveness, maturity, resilience, rationality, independence from public opinion, responsibility. In the course of the game, young men and women, with the help of a teacher, came to the conclusion that, in addition to feminine and masculine qualities that help to survive a difficult life situation, there are skills inherent in representatives of both genders that will help to survive a difficult life situation: the ability to find mutual understanding with other people, the ability to communicate with representatives of the opposite gender, the ability to provide support to another person. The data on the levels of formation of values-based attitudes towards family creation among students according to the indicator “ability to communicate with representatives of the opposite gender” is presented in the Table 5.

The analysis of Table 5 allows to assert that a significant percentage of the participants in the experiment (46.86 %) have a low level of “ability to

Table 5: Levels of Values-Based Attitudes Formation Towards Family Creation among Students According to the Indicator “Ability to Communicate with Representatives of the Opposite Gender” (%)

Levels	Students (N=405)			Average values (%)
	Indicator “ability to communicate with the opposite gender”			
	1st course (N=138)	2nd course (N=134)	3rd course (N=133)	
High	29/21.01	31/23.13	34/25.56	23.23
Average	38/27.54	40/29.86	43/32.33	29.91
Low	71/51.45	63/47.01	56/42.11	46.86

communicate with members of the opposite gender”. These students show intolerance, intemperance, aggressiveness in dealing with members of the opposite gender. The average level of this indicator was exhibited by 29.91 % of students who have certain difficulties in communicating with representatives of the opposite gender. A high level of formation of the values-based attitude towards family creation according to the same indicator is characteristic of only 23.23 % of students. They easily and actively communicate with the opposite gender on the principles of partnership, mutual assistance, mutual support. It should be noted that according to the gender criterion of the values-based attitude towards family creation, the specified contingent of students in terms of “the ability to communicate with representatives of the opposite gender” was not revealed. The authors provide the data on the levels of formation of values-based attitudes according to the indicator “the ability to self-improve as a future family member” (Table 6). An analysis of Table 6 allows to state that a significant percentage of students (41.66 %) do not work on self-improvement as a future spouse. The average level of values-based attitudes towards family creation in terms of the indicator “the ability to self-improve as a future family member” was revealed by 34.11 % of students. These students situationally demonstrate the ability of self-improvement as a future husband or wife.

A high level of formation of the values-based attitude towards creating a family according to this

indicator was revealed only by 24.23 % of students. They are endowed with the ability of self-improvement as a future spouse. The authors present data on the distribution of students according to the behavioural criterion (Table 7). Analysis of the data in Table 7 allows to state that a significant number of students (43.49%) have a low level of the behavioural-pragmatic criterion. Thus, the majority of students show intolerance, intemperance, aggressiveness in communication with representatives of the opposite gender, do not have experience and examples of adequate behaviour of a future family member.

Note, that only 24.39 % of students easily communicate with representatives of the opposite gender on the principles of partnership, mutual assistance, mutual support, are ready to develop and improve in the role of a future family member. The data obtained from the experiment results allows to assert that a high level of formation of the values-based attitudes towards a family creation was exhibited by 23.34 % of students; average level – 33.63 % of students, low level – 43.03 % of students. Statistical data on the levels of values-based attitudes formation towards family creation among students are presented in Table 8. According to the gender criterion of the values-based attitude towards family creation among students, it was stated that young men and women are united in choosing “love” as a motive for marriage. At the same time, females value “desire to have children, to engage in their upbringing” higher than male. It

Table 6: Levels of Values-Based Attitudes Formation Towards Family Creation among Students According to the Indicator “The Ability to Self-Improve as a Future Family Member” (%)

Levels	Students (N=405)			Average values (%)
	Indicator “ability to self-improve as a future family member”			
	1st course (N=138)	2nd course (N=134)	3rd course (N=133)	
High	29/21.01	31/23.13	34/25.56	23.23
Average	38/27.54	40/29.86	43/32.33	29.91
Low	71/51.45	63/47.01	56/42.11	46.86

Table 7: Levels of Values-Based Attitudes Formation Towards Family Creation among Students According to the Behavioural-Pragmatic Criterion (%)

Criterion indicators	Levels		
	High	Average	Low
Ability to adequately choose a behaviour style in various life situations	25.71	32.63	41.66
Ability to communicate with members of the opposite gender	23.23	29.91	46.86
Ability to self-improve as a future family member	24.23	34.11	41.66
Average value (%)	24.39	32.22	43.39

Table 8: Levels of Values-Based Attitudes Formation Towards Family Creation among Students (%)

Levels	Criteria			Average values (%)
	Emotionally-valuable	Cognitive	Behavioural-pragmatic	
High	24.49	21.13	24.39	23.34
Average	37.03	31.64	32.22	33.63
Low	38.48	47.23	43.39	43.03

should be noted that young people highly value “established way of life” as a motive for marriage.

There were no significant differences in the levels of the values-based attitude formation regarding family creation between young men and women. Consequently, there is a need to identify the reasons for the existing state of established attitude towards marriage. Thus, according to the results of the ascertaining stage of the study, the readiness of student group curators to form a respective attitude towards marriage among students were revealed: high level – 37.78 % of curators, average – 44.44%, low level – 17.78 % of curators.

CONCLUSIONS

Among the reasons that complicate the process of forming a value attitude towards creating a family among the specified contingent of students, we can single out: the predominance of material values in the structure of values of modern youth (22.22 % of respondents); the negative influence of the media (movies, the Internet), which contributes to a distorted view of family life (17.78 % of respondents); difficulties in choosing forms and methods of values-based attitudes formation regarding creation of a family among students (15.56 % of respondents); insufficiently formed ideas of students about family, marriage (13.33 % of respondents); lack of methodological developments on the problem of forming a values-based attitude towards creating a

family among students (11.11 % of curators of student groups); insufficient use of the educational potential of extracurricular activities regarding the issue (11.11 % of the participants in the experiment); insufficient interaction between the university and the family (8.89 % of curators of student groups).

With the help of targeted pedagogical observations, it was found that for a significant number of curators, subject-object interaction with students and the prevalence of an authoritarian style of communication with students is characteristic. The obtained results of the ascertaining stage of the experiment led to the need for theoretical substantiation and experimental verification of the pedagogical conditions for the establishment of values-based attitudes towards family creation among students in extracurricular activities.

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