

## Pedagogical Support Aimed to Form Future Pedagogue-Psychologists' Readiness to Work with the Family

*Elmira Ildusovna Murtazina,  
Aida Fridovna Minullina and Alla Vladimirovna Frolova*

Kazan (Volga region) Federal University, Kazan, Russia

**Abstract:** The growing contradiction between the objective need of the society to train future pedagogue-psychologists capable to perform the effective work with the family and the insufficient development of technological support of this problem realization within the context of higher education institutions have caused the urgency of this research. This general contradiction at the theoretic-methodological level is expressed in the form of a scientific problem: what are the pedagogical conditions of future pedagogue-psychologists readiness formation to work with the family. The urgency of the problem under consideration, its insufficient elaboration determines the subject-matter of our research. The goal of the research is to elaborate theoretically, to ground scientifically and to test experimentally pedagogical conditions aimed to form future pedagogue-psychologists' readiness for psychological-pedagogical work with the family.

**Key words:** Personality • Professional development of the teacher-psychologist • Pedagogical conditions of forming readiness to work with the family

### INTRODUCTION

The problem concerning the formation of readiness for psychological-pedagogical work with the family is especially actual as the family, both in the situation of crisis and in its usual development, needs attention and support of qualified specialists. The psychological-pedagogical work with the family is aimed at the performance of this task in general; there pedagogue-psychologists can apply their knowledge and professional skills working with children, parents and the family on the whole as the system [1]. The existing contradiction between the objective need of the society to train future pedagogue-psychologists capable to perform the effective work with the family and the insufficient development of technological support of this problem realization within the context of higher education institutions have caused interest in searching efficient ways to create pedagogical conditions aimed to form future pedagogue-psychologists' readiness for psychological-pedagogical work with the family. In this regard the goal of the research was to elaborate theoretically, to ground scientifically and to test

experimentally pedagogical conditions aimed to form future pedagogue-psychologists' readiness for psychological-pedagogical work with the family.

Taking into account the definitions given by D.N. Uznadze, V.L. Marishchuk, V.I. Zavyalova, M.I. Dyachenko, L.A. Kandybovich, K.M. Duray-Novakova [2], there has been specified the definition of the concept "readiness for psychological-pedagogical work with the family" relevant for the present research: the availability of basic constructs of professionally significant qualities (PSQ), necessary for the personality of a future pedagogue-psychologist to implement psychological-pedagogical work in the sphere of family relations, family upbringing.

There have been revealed and grounded basic principles of students' readiness formation for psychological and pedagogical work with the family. Due to them, we found it necessary to study and analyze the levels of readiness for psychology-pedagogical work with the family; there have been singled out intellectual, psychological, activity, value components. This analysis allowed us to prove the following principles that determine the guidelines and basic characteristics of

future pedagogue-psychologists' readiness formation for psychological-pedagogical work with the family: principle of regarding the family as the value; principle of collaboration; principle of activity; principle of upbringing reinforcement in the process of training in higher education institutions; principle of knowledge integration of pedagogics and psychology. It should be noted that many of the given above principles have the general trend, however each of them bears in itself a number of specific features; that allows to state that their combination can be considered as a definite methodological basis for the solution of the task.

Theoretical and empirical researches showed that the expedient components for level determination of psychological-pedagogical readiness to work with the family are the following: intellectual, psychological, activity, value. We have defined and singled out high, sufficient and elementary levels of future pedagogue-psychologists' readiness to work with the family [3].

We admit that future pedagogue-psychologist's readiness to work with the family is achieved in case if the formation of students' readiness for psychological-pedagogical work with the family is properly arranged in the context of the higher education institution from the point of view of its content, forms and methods. This is precisely why the course "Elementary psychology of a family and family consultation" deserves special attention. It presents basic provisions of gender researches, psychology of family relations, family upbringing, diagnostics and correctional work with a family; there have been regarded the questions of gender differences in relation to the family, the problem of a spousal partner choice, conjugal adaptation in a young family, satisfaction and compatibility in the marriage, social-demographic problems, communication in the family, etc. [4,5].

The following stage of our research was connected with the scientific-practical justification of pedagogical conditions of future pedagogue-psychologists' readiness formation for work with the family [6,7]. In our research we have defined pedagogical conditions on the basis of A.S. Frish's interpretation of the concept "pedagogical conditions". A.S. Frish considers them as the combination of objective and subjective factors, necessary to promote the most effective functioning of all components of teaching-upbringing process in the higher education institution. The theoretical analysis of researches carried out by us and our experience as well allowed to single out and ground the following combination of pedagogical conditions performed in the course of time, inter-conditioned and complementing each

other, forming a dynamic system, providing the formation of future pedagogue-psychologists' readiness to work with the family: didactically correct selection of training material for the course "Elementary psychology of a family and family consultation" aimed at the formation of future pedagogue-psychologists' readiness to work with the family; the development of future pedagogue-psychologists' valuable attitude to the family; the elaboration and application of the most typical problem situations that future pedagogue-psychologists may have working with the family; application of teaching methods to stimulate the formation of future pedagogue-psychologists' readiness to work with the family; the rational combination of students' in-class and out-of-class activity in the course "Elementary psychology of a family and family consultation".

## **MATERIALS AND METHODS**

The research methods are as follows: the theoretical analysis of psychological and pedagogical literature (systematization, classification, generalization and comparison); the method of studying and generalization of the progressive experience; pedagogical experiment that includes observation, conversations, questioning, testing (Motivation of professional activity (K. Zamfir); M. Rokeach's method "Value orientations"; test-questionnaire of life values (according to Senin)); methods of mathematical data computation.

**Main Part:** The pilot-experimental work to verify the efficiency of pedagogical conditions of future pedagogue-psychologists' readiness formation to work with the family was carried out on the sample of 150 students studying at 4-5 academic courses of the Institute of Pedagogy and Psychology of Kazan (Privolzhsky) federal university. We have decided to diagnose the realization of the developed pedagogical conditions aimed at the formation of future pedagogue-psychologists' readiness to work with the family through the assessment of levels formation of personal substructures and properties entering it; through the system of criteria characterizing it as the complete formation and manifesting themselves in the integrative indicators of independent activity quality, success of professional knowledge and functions mastering, initiative and self-dependence in the comprehension of additional extracurricular material. For this purpose, we have worked out the experimental program for full-time students and it has also been tested at the correspondence department.

Table 1: Dynamics of motivation of future pedagogue-psychologists' work with the family

Group	Before the experiment	After the experiment
IM-Internal motivation	24,7%	64%
EPM-External positive motivation	56%	28%
ENM-External negative motivation	19,3%	8%

In order to study to what extent the task of future pedagogue-psychologists' readiness formation to work with the family is solved at present, it was necessary to carry out the corresponding empirical research and to investigate the available pedagogical experience. Methods of pilot-experimental work differed at different stages-preparatory, forming, verifying. To validate the conditions of the hypothesis of the research before the beginning of the course "Elementary psychology of a family and family consultation" during the stating experiment we diagnosed future pedagogue-psychologists' knowledge about family upbringing, family relations with the help of L.B Schneider's test [8]. The level of knowledge before the experiment is elementary 69,3%, it promoted future pedagogue-psychologists' motivation to increase their knowledge in the sphere of family work. The survey conducted after the experiment showed considerable changes, the growth of the high-38% and sufficient-54% levels of knowledge. The elementary level made only 8%.

We carried out the diagnostics of the motivation of psychology-pedagogical work with the family by means of K. Zamfir's adapted method [9]. The conception about internal and external motivation makes the basis of this method. The results of motivation diagnostics of psychology-pedagogical work with the family are presented in Table 1.

In comparison with the results before the experiment in groups where the results were the following: IPM> IM> ENM, after the experiment we observe the best optimum complex, where IM>IPM>ENM. The indicators in the experimental group of future pedagogue-psychologists

have become more significant: the possibility of full self-realization in this particular activity and also satisfaction from the process and results of work.

As for the activity component, the dynamics of indicators testifies that the majority of students have increased the potential of their skills in this activity. Generally it is expressed in the results of graduation papers, term works, participation in conferences; in a creative attitude to this activity, the results of their psychological practice. On the basis of the results of psychological-pedagogical work with parents and pupils, independent experts estimation, we can draw the conclusion that the level of students' professional qualities according to the listed points is high and sufficient in the majority. The results of students' professional qualities are presented in Table 2.

In a context of our research there has been found out the necessity to reveal the formation of family value orientation in the professional activity [9,10]. We have considered the group of terminal values according to M. Rokeach "Value orientations" technique which included the value "happy family life". As a result, we have revealed that the family value orientation in professional activity has increased after the forming experiment. Also we have estimated the efficiency of innovations by means of a questionnaire of terminal values (I.G. Senin) where the following spheres have been considered: professional life; training and education; family life; social life; hobbies. At this stage we got interested in the life sphere that is most significant for future pedagogue-psychologists. The results of diagnosing are presented in Table 3.

As a result we see that the difference in the significance of life spheres before the experiment and after the experiment has changed. Family sphere has become more significant for future pedagogue-psychologists. The application of the technique "Measurements of personal growth" (D.V. Grigoriev, etc.) was the next stage. The growth of future pedagogue-psychologists' family value orientation was interesting for our research.

Table 2: Level of students' professional qualities after the experiment

Level of students' professional qualities	High	Sufficient	Elementary
1.Level of theoretical training for psychologacy-pedagogical work with the family	34%	57,3%	8,7%
2. Ability to reveal psychological problems, to formulate goals and tasks of psychological research in the work with parents and children	31,3%	58%	10,7%
3. Knowledge of psychological testing methods and skill to apply them	34,7%	60,7%	4,6%
4. Skill to analyze empirical data, draw conclusions and plan further work	36%	51,3%	12,7%
5. Skill to prepossess children (pupils).	48%	46%	6%
6. Sociability in relations with members of pedagogical collective, parents	28%	64,7%	7,3%
7. Skill to set forward thoughts, answer questions when carrying out conversations with pupils, teachers and parents	42%	44%	14%

Table 3: Dynamics of students' life sphere significance before and after the experiment

Life spheres	Before the experiment	After the experiment
Professional life	24,7 %	22,7%
Training and education	26 %	26%
Family life	20,7%	26,7%
Social life	8,7%	8 %
Hobbies	19,9 %	16,6 %

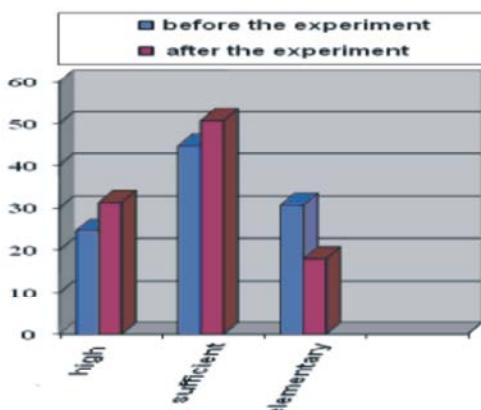


Diagram 1: Diagram of the level of readiness to work with the family of future pedagogue-psychologists

This technique allowed to see not only the character of students' attitude to the family, but also changes of this attitude in the process of "Elementary psychology of a family and family consultation" course study.

The final diagnostics according to the above stated criteria in the experimental groups allowed to obtain data concerning the level of future pedagogue-psychologists' readiness to work with the family. The integrated assessment of intellectual, psychological, activity and value components revealed the dynamics of indicators showing future pedagogue-psychologists' readiness to work with the family. Generally it was expressed in the increase of knowledge in the field of family psychology and family consultation, in the creative attitude to this activity, in the development of skills in psychology-pedagogical work with the family, in the value attitude to the family. The quantitative structure of level groups has changed. The number of students with elementary level of readiness for psychology-pedagogical work with the family (with 30,7 to 18%) decreased and the number of students with sufficient and high level (from 44,7% to 50,7% and from 24,6% to 31,3% respectively) has increased. The results are given in diagram 1.

According to the results of the experiment, we observe the dynamics of intellectual, psychological, activity and value components during the period before

and after the experiment. In our opinion, it testifies quite convincingly to the efficiency of educational process transformations carried out by us within the frames of the experimental work. The carried-out pilot-experimental work proved the correctness of the suggested hypothesis and conceptual provisions aimed at the realization of pedagogical conditions of future pedagogue-psychologists' readiness formation to work with the family. In order to consider the reliability of differences of indicators distribution of future pedagogue-psychologists' readiness to work with the family we applied criterion  $\chi^2$ . The combination of the conceptual idea and scientific conclusions allows to come to the research scientific novelty determination. It consists in the following: there has been specified the definition of the concept "readiness for psychological-pedagogical work with the family"; there have been revealed and proved the principles of future pedagogue-psychologists' readiness formation to work with the family; the complex of pedagogical conditions of future pedagogue-psychologists readiness formation to work with the family is proved and experimentally verified; criteria and levels of future pedagogue-psychologists' readiness to work with the family have been revealed. The present research having theoretic-experimental character has found its practical embodiment in the teaching-upbringing space of the Institute of Pedagogy and Psychology of the Kazan (Privozhsky) federal university.

## RESULTS

- There has been specified the definition of the concept "readiness for psychological-pedagogical work with the family", which suggests that future pedagogue-psychologists have basic constructs of professionally significant qualities (PSQ) necessary for the personality to implement psychological-pedagogical work in the sphere of family relations, family education.
- The contents, forms and methods aimed to form students' readiness for psychological and pedagogical work with the family are covered in details.
- The following complex of pedagogical conditions aimed to implement effectively the formation of future pedagogue-psychologists' readiness to work with the family is singled out: didactically correct selection of training material within the frames of the academic course "Basics of family

psychology and family counseling" aimed to form future pedagogue-psychologists' readiness to work with the family; the development of future pedagogue-psychologists' valuable attitude to the family; the elaboration and application of the most typical problem situations that future pedagogue-psychologists may have working with the family; application of teaching methods to stimulate the formation of future pedagogue-psychologists' readiness to work with the family; rational combination of classroom and extracurricular students' activity in the course of "Basics of family psychology and family counseling".

### CONCLUSIONS

- According to the results of the experiment, we observe the dynamics of intellectual, psychological, activity and value components during the period before and after the experiment. In our opinion, it testifies quite convincingly to the efficiency of educational process transformations carried out by us within the frames of the experimental work.
- The experimental verification of pedagogical conditions identification, carried out in real situations, allowed to come to the conclusion about their sufficient efficiency and the possibility to introduce the suggested system of pedagogical innovations in practice.

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