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THE EDUCATIONAL POTENTIAL OF THE FAMILY AND WAYS OF ITS INCREASING IN CONDITIONS OF THE CIVIL SOCIETY BUILDING IN UKRAINE

The essence of the educational potential of the family, its features, advantages and its influence on the development of a child's personality has been highlighted and analyses of the problems of the improving of the family educational potential in the conditions of the civil society building in Ukraine has been implemented.

Keywords: *family, educational potential of family, socialization, unfortunat family, negligence, child, family policy, civil society.*

Actuality and contemporary state of the problem scientific development. Historical experience of humanity has fixed the idea of social conditionality in the era of antiquity of the formation and life of each person. In Ancient Rome, a newborn was talking about as the «blank slate» on which teachers write. Ancient greek philosophers talked about the man as a center of many concentric circles. The closest circle is the family: parents, wife, children; the next circle includes close and distant relatives; third circle – fellow citizens and, finally, the fourth circle it is humanity.

With all the conventions of this figurative scheme in it lies a deep thought. Man is inextricably linked to other people and a society. These relationships, being as conditions and circumstances of his life and activity, form his spiritual world, behavior. And the most important place here is family. It has the best possible opportunities for permanent and intensive communication of children with adults; is the carrier of the unproduced in any other circumstances, the emotional-psychological micro-climate, based on the unique proximity of the teachers and the pupils; directs the development of communication of children in all spheres: family, neighboring, educational, labor and leisure; gives children lessons in gender relations and future family life; forms an attitude to the educational and labor activities, responsibility, defines the attitude to ideological, moral and legal values of society; forms character and level of self-esteem and self-criticism; carries out «training» and a guide in the performance of general civil, educational and labor duties; models the structure and contents of leisure; Provides control of children and adolescents as members of society, which are in the stage of intensive development and did not fully master the skills of independent decisions.

Fundamental changes in the political, social, economic conditions and in the public consciousness of Ukrainian citizens, which brought a lot of positive in the public life and, simultaneously, results to aggravation of contradictions in the family upbringing of children. The ability to separate them, to understand the causes and interconnectedness, to predict the ways of their solution in the interests of families and their individual members on the state (in the general and family policy of the state), professional (by the efforts of specialists) and individual levels (by the efforts of the families themselves) could to great extend to improve the situation of families in Ukraine and the possibility of implementing their educational functions.

Analysis of the recent sources and publications. General theoretical aspects of the problem under study are covered in the writings of scientists: L. Amadzhadin, O. Antonova, A. Baydalakina, C. Golod, T. Gurko, I. Dvoymennyi, D. Dikova-Favorska, Ye. Zakharchenko, T. Kravchenko, M. Matskovskiyi, I. Minkovskiyi etc. The main theoretical and methodological, scientific directions of the problem of a child upbringing in the family are reflected in the writings of the classics of pedagogy and psychology, in particular, L. Vygotsky, Y. Komensky, G. Kostyuk, A. Makarenko, V. Sukhomlynsky and others, as well as: A. Besedin, M. Buyanov, A. Grys, I. Topolska, O. Shenkevich and others like that. Study of the nature of the educational potential of the family, its features, consequences, tendencies has both scientific and practical significance. It should be the basis for the improvement of social relations and institutions of civil society, strengthening the system of social control, the consistent implementation of measures of socialization, responsibility. All of them are aimed at ensuring maximum protection of the individual, satisfaction of the interests of citizens, democratization and humanization of our society.

The purpose of the article is to analyze the problems of the educational potential of the family and ways to increase it in the context of the civil society building in Ukraine.

Presenting of the main material. Today, the institution of the family is experiencing significant difficulties; the conditions of its functioning have changed. It is a whole number of processes of demographic, ideological, cultural, socio-psychological, biological and organizational character. These include: a) factors of a demographic nature: the curtailment of the traditional system of family upbringing and the formation / still ongoing / of the new system; proliferation of malnutrition; The growth of the number of single-parent families in connection with divorces, the death of one of the spouses; The birth of children out of wedlock; b) economic conditions of the modern family education: changes in the economic situation of the modern family, the nature of the work of its members; reducing of the opportunity for children to observe the work of their parents, by their personal example in work; extension of the burn period.

The family, according to its nature, is inherent in the primitive and, moreover, the long-standing function of bringing up children. It can be noted that in recent years, the conditions of education in general and family, as a whole, have significantly changed, became more complex, changed its form, methods and priorities. But the essence and meaning of it remain the same importance. The promotion of the responsibility of the family for the upbringing of the child in modern conditions contributes to the development of the civil society. The formation of personality in a family environment is influenced by a variety of factors, such as external so internal character which, in their totality and integrated unity, form the educational potential of the family.

The educational potential of the family is a set of conditions and means that collectively determine its pedagogical capabilities. The most important in it are the material and living conditions, the number of the family, its structure, spiritual and moral, emotional and psychological and work atmosphere, life and professional experience of parents, its structure, spiritual-moral, emotional-psychological and work atmosphere, life and professional experience of parents, organization of family leisure, family traditions, system and character of intra-family communication, level of education and pedagogical culture of adult members (first of all, mother and father), distribution of responsibilities among them for education, etc. By its essence, it absorbs the experience of generations (families) regarding the upbringing of children.

Socio-economic, political and cultural transformation of society, activity of educational institutions of different levels, mass media are external factors of the educational potential of the family. To the internal relations one can relate family relations, their character, and it is they that are the main resource of the educational potential of the family.

A special and very important component – the specifics of the process itself of family education. Speaking about it, it is necessary first of all to note its continuity and durability. In this case, no other educational public institution can compare with the family.

The family acts as an environment that influences the child, and as a subject of the educational process. Its cumulative educational opportunities are conditioned by various factors, including: the readiness of parents to bring up the child, Level of general and pedagogical culture, possibilities of their realization (in particular, material and living conditions, structure and type of family, the availability of free time, the form of its conduct, the family subculture, etc.), the character of the relationship and the degree of interdependence of parents in matters of education, their individual characteristics – temperament, moral qualities, communicative abilities, state of health, age, and general and hence the general and personal experience of children education, value orientations and their hierarchy [1, p. 4–5].

The bringing up function of the family in modern conditions is negatively influenced by nucleation, the weakening of family ties, the reduction of opportunities for parents as to communication and controlling of children, significant change in the standards of conduct, family values during the life of one generation; a reassessment of family life experience, a decrease in the number of families, a reduction in the possibilities of parental influence on children in the family, underestimating its role in society and every person in particular.

The main tendencies being characteristic of modern family bringing up are as follows: the modern Ukrainian family undergoes a significant influence of anomie (a certain psychological state, in which the former ideological foundations, normative and value orientations, and socio-psychological stereotypes of behavior appear to be destroyed, but new ones have not been made yet; their formation is chaotic and unsystematic), which adversely affects the process of family bringing up, leads to an unjustified shift in emphasis on «fashion» personal qualities – the ability to adapt to any circumstances, to achieve at any cost places under the sun, trend of both parents and children on the prestige of professional activity, which is perceived as dependent on material incomes; the provision by adult family members of the benefits of material provision of family life activity to the detriment of the performance of the educational function; the separation of a significant proportion of families from modern socio-adaptive strategies, which negatively affects the inner-family atmosphere, interpersonal communication between adults and younger family members, complicates the proper psychological and social support of the child.

The tendency of parents' desire for the child's upbringing through partnership interaction, establishment of cooperation becomes increasingly clear. However, the available anomie and inadequate level of pedagogical culture lead to the application of not always adequate forms and methods of such interaction, generate distorted ideas about its essence, which to some extent complicates this process [2, p. 47-48].

The process of formation and development of the individual begins from the moment of birth, and the family here belongs to the priority place, because it is the first child educator and environment for the transfer of spiritual wealth, cultural traditions, formation of value orientations, practical skills and habits. At the same time, the leading factors are not so much specially organized actions, as the moral atmosphere that dominates the family, the way of intra-family life and its style.

Social psychologists note that the atmosphere of sincere affection, proximity, trust and love determines the intensity, strength, depth of assimilation of the child (in the process of imitation and empathy) of the moral attitudes of parents, their value orientations in the field of morality. In an atmosphere of mutual understanding, the child better perceives conscious guidelines and requirements of parents.

Violations of emotional and psychological community, conflicts of the family can affect the mental health of children. Sociologists, psychologists, lawyers have recently begun to include violations of the emotional and psychological community of the family to the signs of family disadvantage. Family trouble – a complex concept that has a number of features, in particular: a) violation of the family structure (single-parent families); b) the decline of the moral standing of its members; c) disadvantages and distortions of pedagogical knowledge of parents, lack of their skills in raising children, etc.

We should not forget about the well-known «squeezing out» of parents and teachers by means of mass communication, especially in the formation of children's needs, interests and stereotypes of behavior.

In all the diversity of families that live in Ukraine today, they can be conditionally divided into several groups, which in different ways influence the social development of the child in terms of the relationship between parents and children, namely:

1. Families in which there is a friendly relationship between all members. Parents are well aware of what their child is interested in, they are respected her/his, they try to help and support tactfully.
2. Families in which there is a friendly relationship between parents and children, but parents seek to permanently influence the interests, admiration, and affection of children. Between adults and children there is a certain distance.
3. Families where parents focus on issues such questions, as child well-being, health and educational activities. The main purpose of the upbringing seen by adults is that the child successfully graduated from school and entered the university, wearing no worse than others. Usually, in such families the spiritual world of the child is hidden from parents. At the same time, they do not try to know him. Very often, parents even deny the possibility of having children's wishes, interests, aspirations that do not fit their own.
4. Families in which non-pedagogical actions of adults take place: disrespect for the child, careful monitoring of her, distrust, corporal punishment. The attitude of children to parents the most often is unfriendly in nature; it is also difficult for them to communicate with peers.
5. Unordered families where parents conflict with each other and with children, abuse alcohol, and show cruelty. In 30% of cases, this behavior of adults causes antisocial behavior of children. All these types of families are characterized by a different style of relationships between parents and children: authoritarian, liberal and democratic [1, p. 42].

Disadvantages and disorders in family upbringing is the main source of the formation of distortions of the personality of the adolescent, which determine the commission of the crime. It should be borne in mind that the influence of other sources of criminal «infection» of minors is largely stimulated by the position of the family.

Negative forms of behavior of adult family members contribute to the fact that the juvenile not only takes negative behaviors but also assimilates a negative value orientation, realizing it already in its own anti-social behavior.

Successful implementation of the upbringing potential of the family largely depends on its type and level of material support, the culture of family relationships, the pedagogical culture of parents, the nature of parental control and the level of awareness about the life of the child outside the family, features of the interaction of the family with preschool institutions and schools.

Unfortunate family forms children in their own way and likeness. From these children – if only the living conditions and education will not be timely normalized as a result of interference from the outside – in many cases this will be young people who adopts from adult family members cynical attitude to moral values, disrespect for people, disparaging attitude to social norms of behavior.

In order to neutralize the unfavorable conditions in the family, their negative impact on the criminalization of minors, a state program to overcome all types of family disadvantage is required.

The decline of moral position of family members, the wrong pedagogical position of parents are considered as constituting elements of family disorder. According to teachers, employees of services for juvenile delinquency, this position is characterized by¹: the reluctance to engage in the upbringing of children in principle (about 18% on the base of the materials of the criminal cases of juvenile offenders indicated their indifference to them from the side of their parents; in the control group these indicators are much smaller. Parents of minors from the control group are interested in learning, behavior, feelings and friends, spending leisure almost daily – more than 71% of responses); underestimation of the need to engage in education constantly, consistently complicating its goals (similar circumstances in the families of offenders occurred more often than in the families of minors from the control group); underestimation of the need to engage in education constantly, consistently complicating its goals (similar circumstances in the families of offenders occurred more often than in the families of minors from the control group); use of a limited set of educational means, mainly talks or physical punishments (more than 29% of the offenders of the

¹ The study of the problem was based on data from the research conducted over 5 years in Kharkiv using traditional methods of obtaining information, such as: the method of document analysis – materials of archival criminal cases (about 300), the Department of Information Technologies of the Ministry of Internal Affairs of Ukraine for 5 years; personal cases of juvenile convicts (about 100) who are in the Kuryazhskaya educational colony (furthermore KV); the method of minors' interviewing who are studying in a special school (about 40); convicted of the Kuryazkaya (KC) (about 350); employers of law enforcing bodies, enterprises, public organizations, of services for juvenile delinquency, students (about 300) and teachers of secondary schools, colleges, lyceums and centers of the professional – technical education (about 100) and the method of supervision – for minors free time, behavior in public places.

Kuryzka colony believed that on their children's escapades and faults parents responded mildly, acting instructing, but almost half of them – 46,8% – reported that for their faults they were deservedly beaten; 5,7% said that they were subjected to brutal beatings and torture). Pupils from the control group have noted that at home, in the case of faults, it is carried conversations with them (more than 37% of the answers), shout and make them guilty (about 30%). 24% of respondents pointed to different methods of punishment (do not give «pocket» money, do not buy new things, do not permit them to go out, play on computer and watch TV, blame, disregard and do not speak, etc.); too much care (the study showed that the parents of juvenile offenders characterized by insufficiently critical attitude to the mistakes in the upbringing of their children). Only part of them is practically are aware of that these miscalculations take place, while most parents tend to explain the difficulty of their children by the immoral influence of their friends, the disadvantages of educational work at the school, etc.).

In order to explain the positive or negative results of family education there is no decisive significance of age peculiarities of minors. If the family is in the right position, from a pedagogical point of view, it builds appropriately the upbringing in interaction with the educational institution, such age features as susceptibility to the influence of the elderly, the significance of the example of the elder family members, imitation of authority, orientation to the demands of the micro-groups, etc., it will be effectively used to form a positive social position of the individual. From our point of view, it is right not to absolutize the age difficulties that with the inevitability give rise to disruption, conflicts still up to unlawful behavior, but to investigate the tasks and specific of the methods of education, prevention and elimination of deformation of personal development.

The strategic goal of the Ukrainian society is to build a sovereign and independent, democratic and law-governed state, and building of the civil society. Family, as the main centre of the society and natural environment for the education and well-being of all its members, in particular, children, should be provided with the necessary protection and assistance so that it can fully put on itself obligations in the framework of the society. The purpose of the state family policy is to provide favorable conditions for the comprehensive development of the family and each of its members, the most complete implementation of its functions and improvement of its standard of living and increasing the family role as the basis of society.

The problems of the family, women, and a child must become the main ones in the state and society. There is the necessity of the modern programs in order to help the family, maternity, childhood and the relevant legislative base.

The main directions of the state policy in this sphere are: the definition of legal principles of social work with families, children and young people;

development and implementation of the general-state, regional programs of social support of families, children and youth, social formation of youth and other programs concerning families, children and youth; organization and implementation of social work with families, children and youth, providing them with social services; implementation of management in social work with families, children and youth; ensuring compliance with the minimum social standards for social work with families, children and young people; creation of favorable conditions for the functioning and strengthening of the family; promoting responsible attitude of parents of creation the conditions necessary for the comprehensive development and upbringing of children; development of various forms of family education of orphans and children deprived of parental care; establishment of a healthy lifestyle in the family, children and youth environment; implementation of social and preventive work, rehabilitation measures for the restoration of social functions, psychological and physical condition of children and youth who were subjected to cruelty and violence, were involved in the worst forms of child labor, social support for HIV-infected children, young people and their families; integration into the society of children and youth with functional limitations; assistance to public organizations, other associations of citizens, physical individuals in the implementation of their own socially significant initiatives and projects in the field of social work with families, children and youth in the manner prescribed by law; development and support of the volunteer movement in the field of social work with families, children and youth; implementation of personnel, scientific-methodical, financial, material and technical, informational support of social work with families, children and youth; establishment and strengthening of connections with social services abroad, integration into the international system of social work [3].

As *a conclusion* we would like to note that in the conditions of the establishment and development of a democratic constitutional state, the construction of the civil society in Ukraine, fundamental changes in political, social, economic conditions and in the public consciousness of the citizens of the country, having brought a lot of positive in the social life, simultaneously have caused an aggravation of contradictions in the family upbringing of children. Difficulties in the implementation of family educational function are largely associated with the absence of general strategies for raising the child in the family, of the insufficient youth preparation for motherhood and fatherhood. State policy on assistance to families, maternity, and childhood is one of the main directions of the country's domestic policy. It is on the influence on processes that have an exceptional significance for the future development of society.

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ВОСПИТАТЕЛЬНЫЙ ПОТЕНЦИАЛ СЕМЬИ И ПУТИ ЕГО ПОВЫШЕНИЯ В УСЛОВИЯХ ПОСТРОЕНИЯ ГРАЖДАНСКОГО ОБЩЕСТВА В УКРАИНЕ

Водник В. Д.

Освещаются сущность воспитательного потенциала семьи, его особенности, преимущества, влияние на развитие личности ребенка, осуществляется анализ проблем повышения воспитательного потенциала семьи в условиях построения гражданского общества в Украине.

Ключевые слова: семья, воспитательный потенциал семьи, социализация, семейное неблагополучие, безнадзорность, ребенок, семейная политика, гражданское общество.

ВИХОВНИЙ ПОТЕНЦІАЛ СІМ'Ї ТА ШЛЯХИ ЙОГО ПІДВИЩЕННЯ В УМОВАХ ПОБУДОВИ ГРОМАДЯНСЬКОГО СУСПІЛЬСТВА В УКРАЇНІ

Воднік В. Д.

Відзначено, що фундаментальні зміни в політичних, соціальних, економічних умовах та в суспільній свідомості громадян України, які привнесли в суспільне життя чимало позитивного, призвели водночас до загострення суперечностей у сімейному вихованні дітей. Уміння їх вичленовувати, розуміти причини і взаємопов'язаність, передбачати шляхи їх розв'язання в інтересах родин та їх окремих членів на державному (у загальній і сімейній політиці держави), фаховому (зусиллями спеціалістів) та індивідуальному рівнях (зусиллями самих членів сімей) значною мірою могло б поліпшити становище сімей в Україні і можливості реалізації їх виховної функції.

Наголошено, що вивчення природи виховного потенціалу сім'ї, його особливостей, наслідків, тенденцій має як наукове, так і практичне значення. Воно повинно бути основою для вдосконалювання соціальних відносин і інститутів громадянського

суспільства, зміцнення системи соціального контролю, послідовної реалізації заходів соціалізації, відповідальності. Усі вони спрямовані на те, щоб забезпечити максимальний захист особистості, задоволення інтересів громадян, демократизацію і гуманізацію нашого суспільства. Використано дані дослідження, яке проводилось протягом 5-ти років у Харкові з використанням традиційних методів одержання інформації.

Підкреслено, що успішна реалізація виховного потенціалу родини в значній мірі залежить від її типу та рівня матеріального забезпечення, культури сімейних стосунків, педагогічної культури батьків, характеру батьківського контролю та рівня поінформованості про життя дитини поза межами сім'ї, особливостей взаємодії сім'ї з дошкільними закладами і школами.

Зазначено, що труднощі виконання родиною виховної функції значною мірою пов'язані із відсутністю загальних стратегій виховання дитини в сім'ї, недостатньою підготовкою молоді до материнства і батьківства. Державна політика допомоги сім'ї, материнству, дитинству – один з основних напрямів внутрішньої політики країни. Ідеться про вплив на процеси, що мають виняткове значення для майбутнього розвитку суспільства.

Ключові слова: сім'я, виховний потенціал сім'ї, соціалізація, сімейне неблагополуччя, бездоглядність, дитина, сімейна політика, громадянське суспільство.

