

Gender Features of the Formation of Value Attitude to Parenthood among the Students of Pedagogical High School

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Abstract: This study reflects the peculiarities of the value attitude to parenthood of the students of pedagogical university. The researchers note that low-quality formation of the competences of students of pedagogical high school entails not only the deformation of the individual graduate but in the future the teacher, forming the consciousness of the younger generation of the country, influencing the moral principles in society. Especially undesirable for social development seems the ignoring of the value of parenthood for future teachers as they not only receive training in higher education, implement professional and personal self-determination but also ready to form the core of the moral values at schools. The study focuses on the point that ignoring gender peculiarities of the value attitude to parenthood of the female and male students of the university can lead to the formation of the large gaps in their psychological readiness. The researchers conclude that the formation of the value attitude to parenthood should be focused on involving the implementation of a set of educational, training and advisory activities aimed at improving the pedagogical high school students' awareness of parenting and gender-sensitive students.

Key words: Professional teacher standards, professional competence, parenthood, values, gender features, value attitude to parenthood

INTRODUCTION

The training of a teacher is a critical process, since it is the teacher who creates and develops a future family man, a future professional, a future member of society. The scope of the teacher's impact on the student depends on the personality of the teacher and the moral values which were shaped by his professional competence.

Today teaching institution is obliged to build a system of training of students so that it takes into account the requirements of professional standards of teachers. The analysis and correlation of formed competencies of the graduate college and graduate school (different levels of education) show a direct correlation: poor-quality formation of the competences of students of pedagogical high school entails not only the deformation of the individual graduate but in the future the teacher, forming the consciousness of the younger generation of the country has an impact on moral principles in society.

Parenting constitutes a social institution whose importance can not be overestimated but unfortunately, recent studies have documented a decrease in its subjective importance in the minds of today's young people. Height unregistered and alternative forms of marriage, a significant increase in single-parent families, preservation, despite the measures taken by the state, the

practice of creating childless and small families all this indicates a decline in social values Institute of Parenthood.

In light of the introduction of the professional standards of the teacher most undesirable for social development seems to ignore the value of parenthood for future teachers. Future teachers do not just receive training in higher education, implement professional and personal self-determination but also ready to form the core moral values at schools. Among the determinants that lead to individual specification in the development of the student the important place is occupied by forms of communication, relationship with parents, parents' relationship with each other, their relationship with the representatives of their own and the opposite sex; communication with peers and their opposite sex and in the primary school it is an important determinant of teachers' purposeful work carried out directly in the educational process and free time (Tkachenko and Lisitskaya, 2014). The impact of the values of students of pedagogical high schools in the school begins at the stage of pedagogical practice. Therefore, a period of intense synthesis of values in life and design outlook of the person doing the actual formation of the pedagogical university, among other things and value relation to

parenting. This new growth has contributed to a successful solution of the demographic problem in the country and would allow to overcome the destruction of the traditional values of the Russian family. For successful implementation arising from this formative task required the involvement of reliable empirical data and made recommendations based on them.

In connection with the said above, we had an investigation aimed at the study of the peculiarities of the formation of the value attitude to the parenthood among the students of pedagogical high school depending on their gender.

PARENTHOOD AS A FACTOR WHICH SHAPES THE VALUES OF THE INDIVIDUAL

Parents is a particular social group which finds the essence of its role in the family with the birth and upbringing of children, carries out its inherent role functions and develops on a personal level with greater or lesser success, having some capacity or personal resources. Like any other subjects, they are able to attract the external (social representations) and internal (psychological) resources for personal growth and development.

We believe that a significant part of the resources for personal growth and development which subjectively have parents who are actively using them, in particular on producing children, drawn from the very institution of parenthood.

Parenthood is now perceived as a holistic phenomenon which integrates the position of motherhood and fatherhood. In many ways, this understanding is based on the community of parents peculiar manifestations which include, in particular, focus on the child, the establishment of an optimal emotional contact with the parents of the implementation of the parent an equal position, a sense of self-sacrifice in the case of the perception of the child as a dependent and non-self, etc. (Ermihina, 2003).

Understanding the complexity of the institution led to his multifaceted research. The conducted research on parenting its ethnic origin, need-motivational sphere (Filippova, 1996), etc. demonstrates that this phenomenon is an integral psychological education of the person which includes a set of value orientations of the parent plants and expectations of parental feelings, attitudes and positions, parental responsibility and parenting style and constructed on the basis of the realization of spiritual unity with the marriage partner in relation to the or their foster children. It is the institution of family organization by virtue of its inherent specificity, in the amount of

ethnic and other objective and subjective characteristics of his subjects equips parents of a certain system of values, attitudes, expectations, parental aspirations, feelings, encourages the production of images more or less distant future, the design life promotion of the family and its individual members, etc. These education can, under certain conditions to act as a resource for personal growth of all family members.

Recent studies have detailed the role of parenthood, including maternity and paternity in the personal development, both the child and the parents. These scientific data have also shown that parenting affects the socio-psychological climate not only of the each individual in the family but society as a whole. By recreating the conditions for the realization of each of the current day, parenthood lays the foundation for the future, "programming" the personality and its behavior on the possible achievement.

PSYCHODIAGNOSTIC LEARNING TOOLS FOR INVESTIGATING THE VALUE ATTITUDE TO PARENTING AMONG THE STUDENTS OF THE PEDAGOGICAL UNIVERSITY

For the empirical study of psychological and pedagogical approaches to the formation of the value attitude of high school students to parenthood was designed a package of research methods and techniques (Evdokimova and Kotova, 2013) from the arsenal of psychological science: observation, survey, interview, self-assessment and peer review, testing, experiment.

Observation as a specially organized purposeful perception of any interested research peculiarities of human behavior we use as an auxiliary method. It allows us to collect additional material describing the efficiency of the organization of the empirical phase of the study.

We have implemented a continuous monitoring of the behavioral responses of the subjects at all stages of the experiment. The empirical facts obtained in this way were subjected to operational analysis, the results of which have contributed to the correction of the results of the done work.

The method of the interviews with the subjects was used as a subsidiary of the research tools as well as to specify the various aspects of the test reactions or statements.

The advantage of the method of conversation lies in its inherent ability to direct question-answer interaction with the subjects that allows (depending on the answers of the subjects) to vary the sequence and of detail formulated for their questions and track non-verbal reactions of the subjects, complementing (correcting, refuting) verbally obtained from them information.

The survey as a form of question-answer interaction between researcher and subject, to gather information about the facts of human life and the content of his inner world with the help of pre-designed system of questions in our study was used as one of the main research methods. This method revealed the subjects students starting range of ideas and attitudes that arise in their communication and about parenthood. The study also used a written survey.

The survey was aimed at identifying the main motivation and priority strategies of parenting characteristic of university students.

Self-esteem as a research method is a method of collecting empirical data based on correlation test their own ideas for a particular statement with a given researcher scale points. In our study, the method of self-performed basic method to gather empirical data needed for meaningful and structural and semantic reconstruction of the value relation to parenthood among college students.

Experts estimation as a method of collecting empirical data was involved for more objective and unbiased empirical assessments of value attitude of high school students for parenthood.

Testing as a method of psychological research which allows to collect comparable to the researcher's intention empirical materials used in our study in two ways: as a primary and a secondary method.

Testing was used as the main method to identify the characteristics of the relationship to parenthood. For this purpose were used the following testing methods: a technique PARI (E.S. Schaefer and R.K. Bell), the method "Family relationship analysis" (E.G. Eidemiller), the Questionnaire on Parental attitude (A.J. Varga, V.V. Stolin), the Diagnostic Method of parent ratio (A.J. Varga).

The method of experiment was used at the empirical stage of the study. As a way of gathering information, this method of research is carried out in specially created conditions allowing to collect qualitative and quantitative characteristics of the observed mental phenomena. Validity and reliability of the results of our ongoing research also provides the formation of a representative sample of subjects.

To solve the empirical problems of empirical survey was formed a group consisting of 240 students from Armavir State Pedagogical Academy. The sample included students studying in different faculties and at different training courses.

PSYCOLOGICAL STUDIES OF GENDER FEATURES OF THE FORMATION OF THE VALUE ATTITUDE TO THE PARENTHOOD AMONG THE STUDENTS OF PEDAGOGICAL HIGH SCHOOL

The study of the distribution of levels of value attitude to parenthood students revealed uneven levels of development due to gender characteristics.

A comparison of the distribution of the value attitude of students to parenthood was conducted using nonparametric χ^2 . Let's consider the differences in the formation of the value attitude to parenthood between the subsample of students, separated by gender (a statistically significant level $p \leq 0.01$).

According to the results by Evdokimova and Kotova (2013) (Fig.1), in a subsample of males the highest percentage of the number of persons recruited to the value attitude toward parenthood is located on the middle level and in the sub-sample of females at the highest level of development. In addition, the female sample is dominated by the percentage of individuals with a high level of formation of the value relation to parenting (43.9% compared with 19.8% in the other sample) and the male the percentage of people with a low level of development of the value attitude to it (32.8% versus 24.4% in the other sample).

The conversation with the groups allowed to identify and characterize the substantial differences in value with respect to parenthood established between male and female students. Due to the fact that the gender parameter between samples was designated the most striking differences in the substantive content of the value attitude to parenthood, consider a more defined features.

The male youths valued parenthood as a duty that must perform in situations when it occurs. For them, parenthood serves mainly as a certain stage in life which is inevitable but the onset of which may be adjusted in accordance with their own interests and priorities in life.

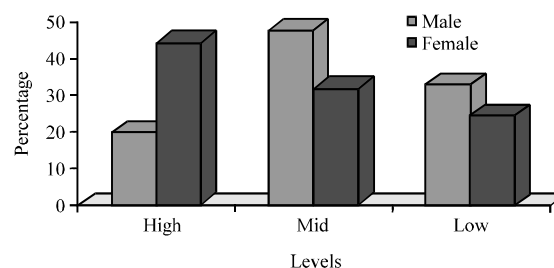


Fig. 1: The distribution of students according to the formation of value attitude to parenthood (by gender principle) (%) (Male: 19.8, 47.4, 32.8; Female: 43.9, 31.7, 24.4)

The fact of birth of a child of a significant number of young men (53.4%) relates to the state of anxiety. Several smaller proportion (40.5%) the state of satisfaction. On the target level for their parenthood is associated mainly with the possibility of procreation (61.2%) and confidence in the future (21.6%). According to the views expressed by the young men, mainly after birth for a man becomes, basically, to achieve financial well-being of the family (84.5%). Effective parenting majority of young men associated with the ownership of knowledge about the health of the parents (51.7%) and education (42.2%) children.

As we have found in conversations with the youths the entire knowledge about parenting is mostly information about the child's upbringing. Average awareness of young people about the child, caring for and educating him, the experts was 4.8 points. According to the estimates of the young men, the parent should build up interaction with the child, based on their own perceptions of its accuracy (54.3%) or on scientific advice (43.1%).

Preference in the upbringing of the child, young people give a demonstration of their own examples (57.8%). They believe that parents should educate children in the first place, the responsibility (45.7%) and initiative (39.7%). To do this, parents need to be responsible by the high (63.8%). An indicator of effective parenting, understanding male students is the child's achievement of success in life (72.4%).

Among girls parenthood acts on a subjective level, mainly in the form of a gift (55.5%). However, it is also regarded as a feminine duty (39.0%). The functional aspect of parenthood, the target is to have a conscious step towards the creation of his own family (54.3%) and the ability to express themselves (37.8%).

The dominant emotions associated with the birth of a child were joy (53.7%) and happiness (37.8%). In the understanding of girls parenthood gives a person the opportunity to care for the child (51.8%) and fill life with new meaning (40.9%). After giving birth, mainly for the man becomes, according to the positions they occupied, child care (78.7%). Effective parenting from their point of view, implies possession of knowledge about the health (46.3%) and psychology (42.0%) children. The conversation with the girls showed the presence of an overwhelming part of their knowledge, sufficient to act as a basis for parenting.

This conclusion is confirmed by the expert assessment, the average score on the knowledge that the girls about the baby, about caring for him and his education was 6.2 points. Moreover, it was marked by greater awareness of girls about child care. From the

position of girls parent should build up interaction with the child, based on the experience of their parents (53.0%) and the best experience of their friends and acquaintances (45.1%). It is considered right in the upbringing of a child to give him/her the freedom of choice (47.0%) and the establishment of an equal relationship of parent and child (42.1%). Parenting requires understanding on the part of parents (47.6%) and empathy (37.8%). A parent in the preferences of girls must develop a child's communicative skills (51.8%) and responsibility (41.5%). According to the expressed positions, the index of the effective parenthood is health (52.4%) and education (40.9%) of children.

RESULTS

So, in terms of the content the value attitude to parenthood among male and female students has significant differences. For all its diversity, the difference may be localized in the knowledge-cognitive, emotional, behavioral and motivational components.

The cognitive component of the knowledge-value attitude of girls traced the priority of awareness about the content and methods of care for the child. At the same time they believe that effective parenting is associated with greater knowledge about health and child psychology. The young men emerged priority awareness about the content and methods of child rearing. Effective parenting them to a greater extent, linked to the knowledge of the health and education of the child. In general, women can be traced more than boys, the mismatch existing awareness of parenting with representations regarding the knowledge of effective parent. However, the girls shared parenting awareness is slightly higher than that of boys.

The emotional component of the value relation to parenting women is characterized by high levels of positive mood (joy and happiness) in relation to the child and to the institution of parenting in general. In the boys group it is associated with feelings of anxiety, uncertainty.

The behavioral component of the value relation to parenting girls is characterized by the adoption of experience, a proven immediate environment (parents and friends). Boys take much more experience, concentrated on the level of scientific knowledge and answering their own notions of correctness. The practice of parenting tend to sell girl with liberal and boys authoritarian approaches. The educational activity of women give priority to mutual understanding, the young man actually a demonstration of necessary samples.

The motivational component of the value attitude to parenthood among women is characterized by a greater focus on its internal, one might even say, the essence of

domestic and students young men on the outside, socially evaluated entity. In parenting girls attracted by the possibility of self-realization. Young men also see it as merely the inevitable, associated with certain stages of life. Endeavoring to implement parenting women are more motivated by a desire to ensure the welfare of the current (health and education) child and youth their future success in life.

In addition to the substantial features of the value attitude to parenthood, on the basis of self-assessment revealed differences in boys and girls in the psychological readiness to perform parenting. In the subsample of girls revealed a statistical trend towards predominance as compared with the young men of the subjective level of readiness (average values are respectively, 7.2 points and 5.7 points).

So, summarizing comparison of the characteristics of the value attitude to parenting girls and boys state that they are more at first than the second, substantially deployed individually oriented and internally consistent. Our results ascertained the presence of the influence of gender on the peculiarities of the value relation to the parenting of girls and boys, they relate to the specifics of the particular spheres of human life to parenthood.

Among these features is denoted in the first place, it is widely recognized as priorities for social education, the formation of gender stereotypes in children. Gender stereotypes is a schematized set of ideas about the personal characteristics of men and women (Eshmon R., DelBoka F.). Note that in accordance with them, the girls from their childhood are increasingly focused in particular on the future of parenthood and the boys to achieve in their career and obtaining success in a society that is often not linked to the realization of the function of parenthood.

Accordingly, girls are more likely than boys are attracted to childcare. This may explain their greater awareness of parenthood in general and its individual aspects. It affects a greater volume of everyday experience in this field. The boys experience this kind of fragmented and comprises predominantly knowledge submitted for public review.

In identifying the content of the value attitude to parenthood also reflected traditionally cultivated by the representatives of different sexes personality traits: the girls emotionality and the boys rationality. Data quality for the stereotypes attributed to the opposition "femininity-masculinity". Masculinity match in the broader context of "an active and creative" features instrumental personality traits such as the activity, dominance, confidence, aggressiveness, logical thinking, the ability to lead.

"Passive-reproductive beginning" of femininity is manifested in expressive personal characteristics: depending in diligence, in anxiety, in low self-esteem, in emotion. Thus, the masculine and feminine characteristics are considered in the modern psychological knowledge as opposed to complement each other. For example: logical intuitive; abstract concrete; instrumentality expressiveness; consciousness unconsciousness; power subjection; I have the power the weakness of I; impulsivity static; activity passivity; radicalism conservatism. Designated quality found among students of both sexes, not only indirectly, when referring to the various aspects of self-value relation to parenthood but also directly as the most preferred in the formation of the qualities of their children. This feature of a value attitude to parenthood, we believe is a prerequisite for the reproduction in subsequent generations (Tkachenko *et al.*, 2015).

The identified "gaps" between the "obtained" and "desired" in value with respect to parenting among the students-girls and the students-boys show the low level of awareness of the various aspects of parenting. They show the practice guidelines for the construction of psychological and pedagogical influence on students to form their value attitude to parenthood.

The importance of taking into account these data reinforce the scientific position of I.S. Kon who noted that the theoretical underestimation of sex practically turns that traditionally masculine characteristics and behavior patterns unwittingly accepted as universal. This prevents an understanding of the specific problems of the female half of humanity and contravenes the principle of equality. Ignoring the features of value attitude to the parenthood the female students and male students of the university can lead to the formation of large gaps in their psychological readiness and provide thus a negative impact on the implementation of the practice of parenthood.

CONCLUSION

Thus, the formation of the value attitude to parenthood should be purposeful, involving the implementation of a set of educational, training and advisory activities aimed at improving the pedagogical high school students' awareness of parenting, emotional appeal and its integration into the system of priorities in life. Gender peculiarities should be considered while carrying out the work on the formation of value attitude to parenthood.

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