Educational training in family upbringing – a relevant area of adult education

Szkolenia edukacyjne z zakresu wychowania rodzinnego – aktualny kierunek edukacji dorosłych

Psychologists and educators who develop the concept of personality-oriented education concur that upbringing is not a process of shaping an individual according to predetermined characteristics, but rather the creation of conditions for the comprehensive development of their individual potential. Modern education is increasingly oriented towards acknowledging the child's individuality, recognizing their inner world, promoting independence in decision-making, and respecting their right to hold their own opinion. However, in family education practices, the approach in which the child is perceived as a passive object of adult influence continues to prevail. Although there are positive trends towards humanization in the school environment, traditional models of family education often remain unchanged, relying on strategies of control, sanctions and hierarchical subordination.

Such trends indicate the need for a radical rethinking of the role of the education process. As Ukrainian researchers emphasize (Bekh 2013; Karamushka 2010; Gonchar 2019), stereotypes of authoritarian upbringing substantially hinder the development of a socially mature personality in a child, capable of self-reflection, responsible decision-making, and emotional self-regulation. According to Bekh (2013), without updating the pedagogical culture of parents and forming their readiness for dialogue with the child, it is impossible to ensure its full psycho-emotional development. In turn, Karamushka (2010) emphasizes the importance of developing parents' emotional intelligence as a factor in enhancing the quality of educational interaction. Within the framework of such approaches, the child is viewed as a subject capable of influencing the educational situation, rather than as a passive bearer of problematic behavior that needs to be "corrected".

In the context of improving the effectiveness of family education, it is important to pay attention to the experience of the international scientific community, which over the past two decades has been actively developing and empirically studying parent training programs. Systematic reviews and meta-analyses confirm the consistently positive impact of such programs on the quality of parenting practices, as well as on behavioral outcomes in children (Kaminski et al. 2008; Sanders et al. 2014; Wilson et al. 2012). In particular Kaminski and co--authors (2008) found that the inclusion of practical components in programs – such as specific behavioral instructions, skill-building exercises, and emotional self-regulation – significantly increases the effectiveness of interventions.

Standardized, multi-level programs, such as Triple P – Positive Parenting Program and The Incredible Years, have been shown to positively influence parental competence, reduce parental stress, and decrease problem behaviors in children. At the same time, the literature notes variability in results, differences in research quality, and the presence of potential sources of bias related to conflicts of interest or program funding (Wilson et al. 2012).

A review of global interventions aimed at supporting early child development demonstrates the effectiveness of interactive parenting programs in improving both behavioral and cognitive outcomes in young children. The effects are most pronounced when there is long-term support and practical application of the acquired skills in a natural environment (Jeong et al. 2021).

In addition, a number of meta-analyses indicate the significant role of parenting programs in reducing domestic violence, including physical and emotional abuse (Backhaus et al. 2023; Beelmann et al. 2023). Although the results indicate medium-term effectiveness (up to 24 months), researchers emphasize the need for further high-quality randomized studies that take into account the cultural context and social characteristics of the target groups.

Ukrainian specialists in practical psychology also pay considerable attention to this issue. For example, Ivanova's (2020) studies have shown that the implementation of training programs for parents based on the principles of emotional support, non-violent communication, and positive discipline contributes to reducing the level of conflict in interactions with children and improves the psycho-emotional environment in the family. In addition, the results of Svistun's (2017) research show that training formats involving both parents have a more pronounced and lasting effect, especially in terms of reducing child abuse and increasing parental sensitivity. It should be emphasized that harmonizing family relationships is one of the most effective factors in preventing deviant behavior among adolescents.

Both Ukrainian and international studies prove the effectiveness of systematic parenting support based on the principles of partnership, the development of emotional competence in adults, and the building of trusting relationships with children. Scientists also emphasize the potential of educational programs as a means of improving the quality of parenting, preventing behavioral disorders, and creating conditions for the comprehensive development of children. To achieve maximum effectiveness of such programs, it is recommended to analyze attitudes toward personality in family education practices, which correspond to the prevailing paradigm in Ukraine: personality is still viewed as something that needs to be "shaped". Indeed, while some progressive changes are noticeable in education, traditional stereotypes prevail in the sphere of family education. However, it has been proven that harmonizing family relationships is an effective factor in preventing negative phenomena in the youth environment. Therefore it is clear that without a radical restructuring of traditional family education, one should not expect serious success in the formation of a well-rounded personality: independent, responsible, self-confident, proactive, creative, with clear moral principles.

We are convinced that the most difficult thing is to overcome old stereotypes in family education. Let us briefly dwell on the most typical stereotypes that dominate family upbringing.

The most common is the identification of education with manipulation of the child and their behavior. According to this stereotype, education is the correction of a child's behavior through the actions of their parents. In reality a child is not a piece of clay from which you can mold whatever you want. A child is a personality, capable of feeling, experiencing, perceiving, thinking, wanting, and based on their unique experience, having their own point of view and choosing how to behave in certain situations. It is extremely important to understand how a child sees their family, themselves, and how they interpret what is happening. It is their personal attitude that is the result of the child's internal activity and has a certain meaning for them, which is not always obvious from the outside, but it is this attitude, and not external circumstances, that determines the child's behavior and is the basis for the development of their personality. We believe that the child's feelings and experiences are the compass that will help to achieve the desired goal in education. Therefore, the formation of a child's personality in the family is a mutual process in which parents, while raising their children, are themselves being raised. A child is a free (and therefore autonomous) personality; upbringing is, first and foremost, the self-education of parents.

Another stereotypical view of family education is the belief of parents that this area is well controlled and understood by them. Each parent tends to think that they understand both themselves and their child well. We are confident that it is possible to control and be sufficiently aware of our actions and deeds, but the real experiences of not only children but also parents are practically uncontrollable and poorly understood, often distorted. Special work is needed at the level of internal and external dialogue. Parenting requires the ability to listen.

The next stereotype concerns parental self-sacrifice. In our opinion, parenting involves full subject-subject interaction based on consideration of the needs and interests of both children and parents, their personal boundaries, and tolerance in relationships. Full-fledged upbringing is impossible without genuine equality and protection of the interests of not only children but also parents.

One of the stereotypes is associated with the negative attitude of traditional family education towards so-called verbal pedagogy as ineffective. True education involves a culture of speech at the level of the inner self, using "I-statements" and organizing detailed dialogical communication.

Traditionally, parents believe that the process of forming a confident, responsible, independent personality should be based on constant critical evaluation, systematic control of their activities with mandatory indication of mistakes, problems, omissions, comparison with the best examples, students, etc. In reality the process of forming a positive self-concept in a child is based on three main types of personal experience that are necessary for the formation of the self, namely: attention and respect for the child; fair treatment by others; recognition of the child's value by others.

Under such conditions, an internal process of self-formation takes place: attention and respect for oneself; fair treatment of oneself; recognition of one's own self-worth. These are the abilities necessary for a person to become autonomous, authentic, and productive.

The above-mentioned and other stereotypes make it impossible for a child to develop a harmonious personality within the family. Therefore, we see an urgent need to implement educational measures aimed at changing value and meaning attitudes in the field of family education and developing dialogue as the most effective mechanism for unleashing a child's personal potential (Radchuk 2009).

In our educational program, dialogue serves a dual purpose:

a) as a condition for the full development of a child's personality;
b) as an effective form of teaching innovative approaches in the field of family education.

In other words, the learning process through dialogical interaction deepens self-understanding and adequate understanding of the child's behavior, experiences, and thoughts, develops the ability to assertively set psychological boundaries, adequately express one's experiences and feelings, and value the child's personality, that is, in general, a full-fledged dialogue is built in relations with the child.

At the same time, educational dialogue is the optimal environment not only for meaningful assimilation of information during learning, but also for the formation, development, change, and enrichment of value-semantic attitudes in the sphere of family education. In our opinion, the potential of educational dialogue will be most effectively realized when the educational material is characterized by the following substantive and formal features:

a) contextuality in relation to the inner world of the individual, when the text being studied lies in the "context" of the personal and meaningful sphere of the participants in the educational program; this actualizes personal meanings, rather than superficial reproduction, and ensures the manifestation of moral choice, motivational justification of life activity, etc.;

b) openness as a way of presenting in educational material open to supplementation, unstable, unbalanced, paradoxical (phenomenal) facts that do not have an unambiguous interpretation; the way to learn them is through critical reflection, which lets you tap into your own creativity instead of just memorizing stuff; at the same time, you're constantly clarifying the meaning of the phenomenon you're looking at, which brings non-scientific ideas into the scientific context and helps you find personal meaning;

c) the metaphorical nature of educational material as a mechanism for activating syncretic emotional comprehension of a holistic situation (in the unity of associative, intuitive, and logical connections) and actualizing the semantic potential of the individual;

d) game forms of educational interaction with the freedom and competitiveness inherent in games, which actualizes the problem of self-realization of the individual and allows them to realize their potential to some extent, creating their own world, a special space, playing their roles and models of reality in it; through the imitation of life situations, which allows them to test this value in action and in communication with other people, to compare it with other values;

e) the dialogical nature of the relationships between participants in the educational program as the interaction of a holistic personality with the world of culture, in which clarification, even revision of one's values, and the search for

ways of self-development take place, and at the same time, the reflective func-
tion of the personality is actively developed (Radchuk 2014).

Based on the above principles, we developed and tested an educational
program called "Family Education" in pedagogical practice, using various in-
teractive methods (group discussion, role-playing, work in mini-groups, game
exercises, mosaics, brainstorming, collages, etc.).

The goal of the educational training is to promote the development of par-
ental competence through awareness and understanding of the mechanisms of
dialogical communication and the formation of skills and habits of construct-
ive interaction with children in the family.

Objectives:
1. To raise awareness of the central mechanisms of a child's personal devel-
   opment in ontogenesis and the creation of favorable conditions for the
   development of core personal qualities.
2. Expand knowledge about psychological boundaries of personality and
   develop skills of self-actualizing communication and assertive behavior
   in different situations.
3. Develop skills of reflection, self-awareness, self-analysis, self-control, and
   self-esteem.
4. Promote awareness and critical understanding of persistent stereotypical
   attitudes in family education.
5. Practice skills of constructive interaction in situations of negative beha-
   vior of children.
6. Expand and enrich knowledge about the role of the emotional sphere
   in the formation of a child's personality and practice skills of empathic
   response to children's behavior.
7. Develop the ability to build dialogical interaction when resolving con-
   flictual family situations and practice communication skills for construc-
   tive interaction in such situations.

The program consisted of a series of separate thematic modules. In our
context, modules are relatively independent units ("building blocks") that
make up the original structure of a specific educational program.

The Family Education educational training program consists of the follow-
ing sequential series of modules:
1. Conceptual foundations (understanding the conceptual foundations of
   the educational program and the main approaches to family education).
2. The world of the child: characteristics of development (developing
   a holistic view of the child's personality development; acquiring know-

ledge about the age-related characteristics of their mental development, actualizing childhood memories, personal interpretation of the child's personality development).

3. Communication with children (expanding knowledge about the mechanisms and characteristics of communicative interaction with children, developing communication skills and abilities).

4. Child self-assessment (awareness of the central mechanisms of personal development, development of the ability to create favorable conditions for the formation of core personal qualities, development of self-analysis and reflection skills).

5. Personal space in the family (expanding knowledge about the psychological boundaries of the personality, practicing assertive behavior skills in various life situations).

6. The child's awareness of the consequences of negative behavior (awareness and critical reflection on persistent stereotypical attitudes in family upbringing, practicing skills of constructive interaction in situations of negative behavior of children).

7. The child's emotions and behavior (expanding and enriching knowledge about the role of the emotional sphere in the formation of the child's personality, practicing skills of empathic response to children's behavior).

8. Dialogical interaction in family conflicts (creating optimal conditions for resolving conflictual family situations, developing skills for constructive (dialogical) interaction in such situations).

9. Conclusions (summarizing the results of training, developing realistic plans for implementing values and acquired knowledge and skills in life) (Radchuk 2009).

In general, the results of testing this educational training program confirm its effectiveness, which necessitates its implementation in working with parents and future parents.

Based on an in-depth theoretical analysis and testing of the educational program "Family Education," we can conclude that it is an effective tool for developing parental competence. The introduction of dialogical practices, the development of emotional competence, and the overcoming of stereotypes in upbringing contribute to the harmonization of family relationships, increased sensitivity to the needs of the child, and the creation of a favorable psycho-emotional climate. Systematic work with parents, based on partnership, empathy, and personal reflection, is a key factor in preventing behavioral disorders and domestic violence and ensuring the full development of the child. The program

is recommended for further implementation in adult education systems and the training of future parents.

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SUMMARY

The article analyzes the relevance of educational training programs for parents as an important tool for adult education in the field of family upbringing. From the perspective of a person-centered approach, upbringing is viewed not as a process of influencing or shaping a child according to predetermined characteristics, but as the creation of conditions for the development of the child's individual potential. It is emphasized that traditional models of upbringing, based on control, hierarchical subordination, and authoritarianism, do not meet the modern requirements of humanistic pedagogy. In this context, the article substantiates the appropriateness of implementing training programs based on dialogical interaction, the development of parents' emotional intelligence, and the enhancement of their reflexivity and sensitivity to the child's needs. The article presents the "Family Upbringing" training program, which consists of nine modules aimed at shaping constructive parental attitudes and developing communication and emotional regulation skills. Based on the pilot implementation of the author's program, conclusions are drawn regarding its effectiveness and the feasibility of its wide-scale integration into adult education systems. The training program is recommended for use by professionals working with parents, social workers, and educators involved in family support activities.

KEYWORDS: family upbringing, parenting stereotypes, dialogic training, emotional intelligence, adult education

STRESZCZENIE

W artykule przeanalizowano aktualność edukacyjnych treningów dla rodziców jako istotnego narzędzia edukacji dorosłych w zakresie wychowania rodzinnego. Z per-spektywy podejścia zorientowanego na osobę wychowanie postrzegane jest nie jako proces wpływania czy kształtowania dziecka według z góry ustalonych cech, lecz jako tworzenie warunków do ujawnienia jego indywidualnego potencjału. Podkreślono, że tradycyjne modele wychowania, oparte na kontroli, hierarchicznemu podporządko-waniu oraz autorytaryzmie, nie odpowiadają współczesnym wymaganiom pedagogiki

humanistycznej. W tym kontekście uzasadniono celowość wdrażania treningów opartych na dialogicznej interakcji, rozwijaniu inteligencji emocjonalnej rodziców, zwiększaniu ich refleksyjności oraz wrażliwości na potrzeby dziecka.

Przedstawiono program treningu „Wychowanie w rodzinie", który obejmuje dziewięć modułów ukierunkowanych na kształtowanie konstruktywnych postaw rodzicielskich, rozwój umiejętności komunikacyjnych i regulacji emocji. Na podstawie przeprowadzonej ewaluacji autorskiego programu wyciągnięto wniosek o jego skuteczności i zasadności szerokiego wdrażania w systemie edukacji dorosłych. Trening rekomendowany jest do wykorzystania w pracy z rodzicami, specjalistami z zakresu pomocy społecznej oraz nauczycielami działającymi na rzecz wspierania rodziny.

SŁOWA KLUCZOWE: wychowanie w rodzinie, stereotypy rodzicielskie, trening dialogiczny, inteligencja emocjonalna, edukacja dorosłych

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