



REVISTA INCLUSIONES

HOMENAJE A NOEMÍ LILIANA BRENTA

Revista de Humanidades y Ciencias Sociales

Volumen 8 . Número Especial

Enero / Marzo

2021

ISSN 0719-4706

CUERPO DIRECTIVO

Director

Dr. Juan Guillermo Mansilla Sepúlveda
Universidad Católica de Temuco, Chile

Editor

Alex Véliz Burgos
Obu-Chile, Chile

Editor Científico

Dr. Luiz Alberto David Araujo
Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Europa del Este

Dr. Alekzandar Ivanov Katrandhiev
Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero
Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos
Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dra. Carolina Aroca Toloza
Universidad de Chile, Chile

Dr. Jaime Bassa Mercado
Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto
Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos
Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos
Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera
Universidad de Valladolid, España

Mg. Keri González
Universidad Autónoma de la Ciudad de México, México

Dr. Pablo Guadarrama González
Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy
Universidad de La Serena, Chile

Mg. Cecilia Jofré Muñoz
Universidad San Sebastián, Chile

Mg. Mario Lagomarsino Montoya
Universidad Adventista de Chile, Chile

Dr. Claudio Llanos Reyes
Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach
Universidad de Potsdam, Alemania
Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín
Universidad de Santander, Colombia

Ph. D. Natalia Milanesio
Universidad de Houston, Estados Unidos

Dra. Patricia Virginia Moggia Münchmeyer
Pontificia Universidad Católica de Valparaíso, Chile

Ph. D. Maritza Montero
Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva
Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira
Universidad de La Coruña, España

Mg. David Ruete Zúñiga
Universidad Nacional Andrés Bello, Chile

Dr. Andrés Saavedra Barahona
Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra
Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz
Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov
South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía

Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas

Universidad Nacional Autónoma de México, México

Dr. Martino Contu

Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo

Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna

Universidad Nacional Autónoma de México, México

Dr. Horacio Capel Sáez

Universidad de Barcelona, España

Dr. Javier Carreón Guillén

Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie

Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar

Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo

Universidad Popular Autónoma del Estado de Puebla, México

Dr. Adolfo Omar Cueto

Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco

Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo

Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandía

Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar

Universidad de Sevilla, España

Dra. Patricia Galeana

Universidad Nacional Autónoma de México, México

Dra. Manuela Garau

Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg

Scuola Normale Superiore de Pisa, Italia

Universidad de California Los Ángeles, Estados Unidos

Dr. Francisco Luis Girardo Gutiérrez

Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire

Universidad de Colima, México

Dra. Antonia Heredia Herrera

Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre

Universidade Estadual da Paraíba, Brasil

Dr. Miguel León-Portilla

Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura

Instituto de Estudios Albacetenses "Don Juan Manuel", España

Dr. Carlos Tulio da Silva Medeiros

Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández

Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango

Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut

Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa

Dilemas Contemporáneos, México

Dra. Francesca Randazzo

Universidad Nacional Autónoma de Honduras, Honduras

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso

Universidad de Salamanca, España

Dr. Josep Vives Rego

Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni

Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo

Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Mg. Paola Aceituno

Universidad Tecnológica Metropolitana, Chile

Ph. D. María José Aguilar Idañez

Universidad Castilla-La Mancha, España

Dra. Elian Araujo

Universidad de Mackenzie, Brasil

Mg. Romyana Atanasova Popova

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa

Instituto Universitario de Lisboa, Portugal

Centro de Estudios Africanos, Portugal

Dra. Alina Bestard Revilla

*Universidad de Ciencias de la Cultura Física y el Deporte,
Cuba*

Dra. Noemí Brenta

Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca

Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel

Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik

Universidad de Colonia, Alemania

Dr. Eric de Léséulec

INS HEA, Francia

Dr. Andrés Di Masso Tarditti

Universidad de Barcelona, España

Ph. D. Mauricio Dimant

Universidad Hebrea de Jerusalén, Israel

Dr. Jorge Enrique Elías Caro

Universidad de Magdalena, Colombia

Dra. Claudia Lorena Fonseca

Universidad Federal de Pelotas, Brasil

Dra. Ada Gallegos Ruiz Conejo

Universidad Nacional Mayor de San Marcos, Perú

Dra. Carmen González y González de Mesa

Universidad de Oviedo, España

Ph. D. Valentin Kitanov

Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez

Universidad Mayor San Andrés, Bolivia

Dr. Patricio Quiroga

Universidad de Valparaíso, Chile

Dr. Gino Ríos Patio

Universidad de San Martín de Porres, Perú

Dr. Carlos Manuel Rodríguez Arrechavaleta

Universidad Iberoamericana Ciudad de México, México

Dra. Vivian Romeu

Universidad Iberoamericana Ciudad de México, México

Dra. María Laura Salinas

Universidad Nacional del Nordeste, Argentina

**REVISTA
INCLUSIONES** M.R.
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Stefano Santasilia
Universidad della Calabria, Italia

Mg. Silvia Laura Vargas López
Universidad Autónoma del Estado de Morelos, México

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

**CUADERNOS DE SOFÍA
EDITORIAL**

Dr. Evandro Viera Ouriques
Universidad Federal de Río de Janeiro, Brasil

Dra. María Luisa Zagalaz Sánchez
Universidad de Jaén, España

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF SASKATCHEWAN



Universidad de Concepción

BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN



DEVELOPING FAMILY VALUES IN ADOLESCENTS DEPRIVED OF PARENTAL CARE

Dr. Vera L. Molozhavenko

Industrial University of Tyumen, Russia

ORCID: 0000-0003-4596-8034

molozavenko@mail.ru

Ph. D. Yulia V. Butina

Industrial University of Tyumen, Russia

ORCID: 0000-0002-6255-4581

juliabutina@mail.ru

Fecha de Recepción: 14 de noviembre de 2020 – **Fecha Revisión:** 20 de noviembre de 2020

Fecha de Aceptación: 20 de diciembre de 2020 – **Fecha de Publicación:** 01 de enero de 2021

Abstract

Family values are important to the family and society well-being. The purpose of the research was to find out forms for developing family values in adolescents brought up in educational institutions of social service. The diagnostic tools for the research are based on assessing family values components such as cognitive, emotional, motivational and activity-based ones. The research was conducted with the target group of adolescents deprived of parental care. The authors created special social and educational conditions effective for developing each component of family values. The results of the research showed an increase in the level of all family values components.

Keywords

Developing values – Family values – Adolescents – Deprived of parental care

Para Citar este Artículo:

Molozhavenko, Vera L. y Butina, Yulia V. Developing family values in adolescents deprived of parental care. Revista Inclusiones Vol: 8 num Especial (2021): 138-156.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported

(CC BY-NC 3.0)

Licencia Internacional



Introduction

Family values are supposed to be most significant among social values and are prior in the structure of personal values. The analysis of scientific researches allowed us to formulate a general concept of family values. The family values are understood as the culture of interaction in the family namely relationship, mutual support, interaction of spouses, attitude to parents, the position of old people and children in the family and other norms promoted by the state.

The concept of "values" has been used as one of the main characteristics of the worldview of a person since ancient times. When studying various types of benefits Aristotle introduced the term "timia" in the work "Great ethics" which means "valued". He divided benefits into "divine ones" that are the mind and soul, "praised ones" that are valued by society and causing praise, and "benefits-opportunities" that are beauty, power, wealth and strength. Aristotle noted that these benefits can be used by people for both good and evil purposes¹.

Scientists and philosophers of the XVIII – XIX centuries developed greatly the value system. For example, the well-known German philosopher I. Kant interpreted the concept of "values" as something significant for an individual's personality, as his goals and requirements aimed to his will².

By the middle of the XX century several approaches to understanding of the concept "values" have been formed. "Values" were defined as:

- ideals which were to transform the reality related to them³;
- confident social action based on a specific type of self-sufficient values⁴;
- ideas about the desired type of social system, values that regulate decision-making by subjects of action⁵;
- sexual instincts of the unconsciousness, when Eros is satisfied⁶.

Soviet scientists interpreted family values as certain properties of objects or phenomena. They understood "values" as a possibility of a social object or phenomenon (people, groups, classes, the whole community) to satisfy the needs to realize an important meaning of a social object or phenomenon⁷.

Currently, the concept of "family values" is used in sciences studying social phenomena (psychology, sociology, philosophy and pedagogy).

Forming family values is very important for the development of every individual because they are essential for the structure and well-being of the family and society. Adolescents deprived of parental care have no ideas about real family life and interaction

¹ M. S. Yanickiy, Value orientations of personality as a dynamic system: monograph (Kuzbass: Kuzbassvuzizdat, 2000).

² I. Kant, Works in six volumes. Volume 4. Part 2 (Moscow: Thought, 1965).

³ A. Hoffman, "E. Durkheim on values and ideals", Sociological research, num 2 (1961): 104-106.

⁴ M. Weber, Selected works (Moscow: Progress, 1990):

⁵ T. Parsons, Values, motives and systems of action (Moscow: Academic project, 2002).

⁶ Z. Freud, About psychoanalysis (Minsk: 1997).

⁷ O. Drobnitsky, The World of animated objects. The problem of value and Marxist philosophy (Moscow: Politizdat, 1976).

between family members. That is why it is very important to teach them how to interact in the family. The purpose of the research was to create social and educational conditions effective for developing family values among adolescents deprived of parental care. The research was conducted in the Regional Social Rehabilitation Center for Adolescents named "Family".

Experimental/Materials and methods

The diagnostic tools for the research were selected to assess the level of family values components such as cognitive, emotional, motivational and activity-based ones.

The cognitive component of family values can be assessed by:

1. the diagnostic questionnaire "Family values"⁸ including questions on the following sections:

- action love manifested in caring for all family members;
- a respectful attitude to parents as well as to older or younger members of the family;
- gender family roles, understanding and respect for them;
- culture of domestic and family life.

2. the Test "Moral readiness for marriage"⁹ contains 16 questions / statements. The test allows to assess the level of theoretical knowledge about the family, its functions and role in human life and about relations in the family.

The emotional component of family values can be assessed by:

1. the method of incomplete sentences by S. Romanovich, T. Maslinicina¹⁰. The method is targeted to study family relations and personal emotional attitude of adolescents to the family. The motivational component of family values can be assessed by:

1. M. Rokeach's "Value orientations" method which allows to study terminal values viz awareness of the ultimate life goal, and instrumental values viz understanding that a certain lifestyle leads to achieving those goals¹⁰.

The method was adapted for the research goals. Terminal and instrumental values were presented as separate cards of two different colors, and the wording for some values were simplified and specified.

2. L. Alimguzhina's questionnaire¹¹ was used to assess the ideas of marriage and family.

The activity-based component of family values was assessed by:

1. "Who are you?" questionnaire¹⁰ which helped to study gender roles.
2. the test-cards to assess readiness for family life¹⁰ which showed the readiness of future spouses for constructive interpersonal interaction.

⁸ M. Konstantinova y M. Martynova, Psychological tests for professionals (Minsk: Modern School, 2007).

⁹ E. Pogodina, Fundamentals of family life (Vitebsk: Publishing house by M. Masherov, 2003).

¹⁰ M. Konstantinova y M. Martynova, Psychological tests for professionals....

¹¹ L. Alimguzhina, The World in which I live: additional General education program of preparation for independent living of pupils and graduates of the organization for orphaned children and children deprived of parental care (Ufa: BSPU, 2016).

Thus, the level of family values (love, family harmony, respect for parents, the idea of family roles) was assessed according to the level of above components.

Theory

Currently, the concept of "family values" is used in those areas of science that are engaged in the study of social phenomena, and is being actively studied in psychology, sociology, philosophy, and pedagogy. The analysis of scientific literature reveals various points of view in the interpretation of this concept which depend on the essence understanding of its semantic units "family" and "values".

The pedagogical encyclopedia contains the concept of a family as a small group of people connected by blood or marriage, moral responsibility and mutual assistance who have a common life. The family as a social institution performs a reproductive existential function, as well as the function of primary socialization¹².

The pedagogical research by V. Bezdukhov considers the approach by M. S. Kagan who defined "value" as the value of a certain object for the subject followed by a specific attitude to it linking the object with the subject. This study also considers the approach by G. Allport who denotes value as a personal meaning, the category of "significance" and not the category of knowledge¹³.

The philosophical dictionary considers the family as a "social group of society, the most important form of life organization based on marital union and kinship ties"¹⁴. In Russian religious philosophy the concept of "value" is inseparably linked with the idea of the divine principle which is of the greatest importance for the existence of the individual determining the way of his thinking and behavior. Thus, speaking about family values V. Solovyov noted that "... the purpose of education in a spiritually organized family is to connect the temporary life of a new generation with the eternal good that is common to all generations and restores their essential unity"¹⁵. The sociological literature uses the definition of the family proposed by A. Kharchev who considered the family as a historically established system of relationships between its members. The need of society for moral and physical reproduction of the population determines the social necessity of the family¹⁶. In sociology "values" are called "value orientations" and represent "the highest form of manifestation of attitudes that can demonstrate a socially determined selective attitude to ideals"¹⁷. They are also the most important components of the internal hierarchy of the personality which are formed with life experience and are confirmed in consciousness. M. Weber uses the value orientations of an individual to determine the most significant and essential things or ideas which guarantee the stability of his views and the acceptance of a certain behavior and activity type. Value orientations help the individual in the distribution of his needs and interests by their degree of significance and also reflect in the individual's consciousness his worldview guidelines and strategic life goals¹⁸.

¹² B. Bim-Bad, Pedagogical encyclopedia (Moscow: Big Russian encyclopedia, 2009).

¹³ V. Bezdukhov, Theory and practice of introducing students to values (Samara: Samspu, 2002).

¹⁴ M. Rosenthal, Philosophical dictionary (Moscow: Gosizdatpolit, 1975).

¹⁵ V. Solovyov, The Justification of the good. In 2 volumes. Volume 1 (Moscow: Thought, 1990).

¹⁶ A. Kharchev, Marriage and family in the USSR (Moscow: Thought, 1979).

¹⁷ Yu. Pogoreltsova, Personality psychology (Saint Petersburg: Spbgturp, 2011).

¹⁸ Values, their nature and classification principles. Types of values: summary of philosophy: the concept and nature of values. (2019). <https://poisk-istini.com/literatura/filosofiya-konspekty-lekciy->

The main theoretical constants underlying the essence of "values" are the following:

- "values" are the basis of life's meaning;
- they form the semantic component in the culture of an individual and the entire society;
- they are determined by personal and social significance;
- "values" are based on goal setting in the activities of an individual and society;
- they regulate the life of an individual and society;
- they define the boundaries and norms of people's behavior in the family and society.

It could be assumed that values are the core of each individual and the basis of the social structure in a society.

After comparing different approaches to the semantic units "family" and "values", the very concept of "family values" can be explained. N. Khramova understands under family values positive and negative characteristics of significant objects which are based on a single community and local activities of close people. Close people are bound by the ties of marriage (fatherhood, motherhood) united by common goals, interests, social relations¹⁹.

Zh. Dyuldina understands under "family values" the peculiarities interdependence of moral, cultural, traditional, national behavior of people united in a small social group through marriage and blood kinship²⁰. According to E. Eidemiller family values are an ideal that is developed by the approved behavior of family members and cultivated by the formed consciousness of the family which contains an abstract representation of mutual relations in the family in different spheres of its life. Consequently, family values are the part of the psychological culture in each family member's personality and are a source of motivation for the entire family²¹.

The following table presents the systematization of the main scientific approaches to understanding "family values":

Intra-family values related to marriage ²²	-marriage as equal rights of spouses -domination of one of the spouses -genders and related roles -interpersonal relations between spouses: mutual support, mutual understanding -parenthood: large or small families, the upbringing and socialization of children
Social functions ²³	-reproductive function: reproduction of children and population as a whole

bushuev/cennosti-v-chelovecheskoj-zhizni-ix-priroda-i-principi-klassifikacii/ Accessed 21 September 2019.

¹⁹ N. Khramova, Culture of the family (Kostroma: GOU VPO KSU, 2005).

²⁰ Zh. Dyuldina, Formation of family values among young men in a multicultural environment (on the example of cadets of a military University) (Ulyanovsk: USU, 2010).

²¹ E. Eidemiller, Family diagnosis and family psychotherapy: study guide for physicians and psychologists (Saint Petersburg: Speech, 2003)

²² D. Medkova, "Family values as an object of sociological analysis", Lomonosov readings, num 2 (2003): 55-57.

²³ A. Yavorskaya y D. Dmitrieva, Values of the spouse's personality in various types of family systems, 2019. <http://cs-alternativa.ru/text/2394/2/> Accessed 21 September 2019.

	<ul style="list-style-type: none"> -socialization: social education on the example of behavior, relationships, and culture in a narrow sense -existential function: defining values that support the life of all family members and children, the older generation -economic function: ways and forms of distribution and consumption of economic resources within the family
Hierarchical significance ²⁴	<ul style="list-style-type: none"> -spiritual values: religion, higher ideals, a sense of beauty -moral values (character traits): decency, respectability honesty -autotelic values: love for family members and others, well-being of the family -fundamental values of life: health of all family members, material well-being of the family
Spiritual and moral values as a part of national culture ²⁵	<ul style="list-style-type: none"> -generic values: the highest spiritual and moral values such as love, decency, kindness, respect, chastity, truth, beauty, conciliarity - species values: they are determined by natural and geographical, spiritual and moral values -socio-state spiritual and moral values: homeland, freedom and equality, truth, security -cultural and national values: blood values of the family, such as mother, father, grandmother, grandfather, children, health of all family members
Three axes and three bases ²⁶	<ul style="list-style-type: none"> -kinship, matrimony, parenting -the main goals of creating a family are love between future spouses, a shared home, prosperity of the family, a strong marriage, the birth and upbringing of children
Focus on personal qualities of a family man ²⁷	<ul style="list-style-type: none"> -blood kinship: reverence, gratitude to your ancestors, pride in belonging to your family and to your ancestors -the child as a symbol of love, wishing him goodness in life, taking responsibility for his moral education, forming responsible behavior in the child -mother as a symbol of maternal wisdom, justice, kindness, tenderness, care -father as a symbol of paternal wisdom, responsibility for the well-being of the family, for family prosperity -home-as a symbol of warmth in the house, as an opportunity to organize a safe family life -family harmony: a coordinated, respectful attitude to each other -chastity as a symbol of pride in your family, a manifestation of modesty, purity of soul
Universality of all families ²⁸	<ul style="list-style-type: none"> -love as the foundation of family relationships -procreation, birth and upbringing of decent children -care for the health and well-being of children and older generations -respectful attitude to parents -the culture of family life

Table 1
Systematization of family values

²⁴ A. Rusetska, Formation of cultural values in a child in a Polish family (Moscow: MGU, 2007).

²⁵ S. Akutina, Formation of family spiritual and moral values in the interaction of family and school among high school students (N-Novgorod: NSU, 2010).

²⁶ O. Bezrukova, Population problems in the mirror of history. In the sixth Valenteevsky readings: collection of reports. (159-167) (Moscow: MAX Press, 2010).

²⁷ L. Volodina, Spiritual and moral values of education in the Russian family in the second half of the XIX-early XX century (Vologda: VGPU, 2006).

²⁸ S. Fedorenko, Model of formation of family values in children and adolescents: educational and methodological guide (Saint Petersburg: Svoye Izdatelstvo, 2014).

It is important to note that Russian legislation does not disclose the content of the concept "family values" and does not specify the list of family values accepted in society. But the amendments to the modern Constitution of 2020 treat the family as the main value of Russians. The amendments support traditional family values, treat marriage as a union of a man and a woman, respect of children for their elders, trust and care for several generations within the family

The main concepts of family values are presented in clause 1 of article 1 in the Family code of the Russian Federation. Motherhood and childhood are represented as values at the state level²⁹ in clause 1 of article 38 of the Constitution of the Russian Federation³⁰. Fatherhood could be considered as being of a similar importance as motherhood.

To summarize the consideration of the concept "family values" it should be concluded that the process of family values development coincides with the process of birth and formation of household, ritual, artistic, labor and other national traditions. Russian people's traditional values and customs of family and marriage relations which were formed over many centuries are reflected in the monument of Russian literature of the XVI century "Domostroy". The main family values according to Domostroy are love for God, for each other, for all people; respect, humility and meekness, patience, care, mutual assistance, respect of the younger for the elders, children and care for them³¹.

At the turn of the XX and XXI centuries we witnessed a global crisis of world culture due to significant technological progress and the development of social life which provoked the crisis of the Russian family. But despite the crisis the Russian family has preserved the values of parenthood and motherhood, respect and love between family members, the importance of the maternal role, traditional monogamy and heterosexuality³².

Thus, having considered the history of the origin and development, the essence and structure of the concept "family values" it is time to move on to the question directly related to the topic of our research: the main approaches to the formation of family values in adolescents deprived of parental care. To begin with the general psychological characteristics of adolescence should be determined that contribute to the formation of ideas about family values. According to many researches of the individual's mental development the adolescent period is defined by the age from 11-12 to 14-15 years and is considered a "transition" period from childhood to adulthood with a characteristic serious crisis affecting both the physiological and mental development of the person.

The psychologists M. Khilko and M. Tkacheva note that the following psychological changes occur in the personality during this period³³:

²⁹ Family Code of the Russian Federation from 29.12.1995, No. 223-FZ (ed. 29.12.2017) http://www.consultant.ru/document/cons_doc_LAW_8982/ Accessed 23 June 2019.

³⁰ The Constitution of the Russian Federation. (1998). http://www.consultant.ru/document/cons_doc_LAW_28399/ Accessed 23 June 2019.

³¹ Domostroy, transl. Kolesov, V. ed. Dmitriev, L. (Moscow: Nauka, 2016)

³² E. Porokhnyuk, Evolution of family values in the process of transformation of the traditional family in Russian and Eastern societies: sociological analysis. 2013. <https://cyberleninka.ru/article/n/evolyutsiya-semeynyh-tsennostey-v-protsesse-transformatsii-traditsionnoy-semi-v-rossiyskom-i-vostochnom-obschestvah-sotsiologicheskij/> Accessed 18 October 2019

³³ M. Khilko y M. Tkacheva, Age psychology (Moscow: Yu-rayt, 2010).

1. High development of cognitive processes and creative activity.
2. Formation of theoretical thinking through the assimilation of concepts and the ability to use them in logical and abstract reasoning.
3. Development of self-awareness increases the importance of evaluating the appearance, abilities, knowledge of others.
4. There is a need for confidential communication and respect to their opinion, the desire to be heard.
6. Adolescents strive to win respect from their peers who are thought to have more significant qualities.
7. Boys choose "real men" as an object of imitation who are brave, courageous, hardy, loyal to friendship and have willpower, endurance.

Intimate and personal communication becomes the leading activity forming adolescent friendship. Educational activities recede into the background. It is only in a situation of community that adolescent children accept social norms and rules of behavior, imitate, identify themselves with significant patterns of behavior, develop their own "code of honor", try on roles and masks. Through training, sports and artistic education, through the stages of socialization they determine their path, their significance, self-worth, independence and take their place in society.

The psychologists distinguish neoplasms of adolescence³⁴:

- the main neoplasm is a sense of adulthood;
- construction of the self-concept predetermined by the development of self-consciousness, reflexion aimed at the awareness of your personality features characterized by the need for self-realization;
- a tendency to reflection (the main form of self-knowledge becomes a critical attitude to yourself and comparing yourself with peers and adults);
- interest in the opposite sex (there is a need to become better by means of self-improvement and self-education);
- special development of strong-willed qualities (endurance, patience, perseverance, concentration, efficiency);
- the need for activities that have a personal meaning: a differentiated attitude to learning, a choice of future profession; an increase of cognitive and creative activity, forming a system of personal values.

The analysis of various works on the problem of our research lets conclude that adolescence is the most sensitive stage in the development of child's personality to create favorable conditions for the formation of a value attitude to family and marriage. As the main socio-psychological purchase of this age is the emergence of a conscious relationship to yourself and a sense of "maturity", opening your inner world, establishing relationships with family and others, a change in the identity, aspirations for the future. The acquired habits and attitudes to the surrounding phenomena and society gradually pass into the principles and norms of behavior and the worldview. These create a favorable basis for the formation of a successful identification with the future role of a responsible family man. Now let's come to the consideration of the socio-psychological characteristics of children brought up in the conditions of social service institutions. The following table presents the characteristics of adolescents raised in the family and outside the family in comparison.

³⁴ M. Khilko y M. Tkacheva, Age psychology (Moscow: Yu-rayt, 2010).

Parameters	Characteristics of social and psychological development	
	Adolescents brought up in a family	Adolescents brought up in an institution of social service of the population (according to V.N. Oslon, A.M. Prihoshan, N.N. Tolstykh, E.V. Silina)
Intelligence	All attention parameters are improved qualitatively. Memory, thinking processes and theoretical thinking are re-configured: hypotheses, deduction, independent thinking.	Situationality, classification and visibility of thinking, lack of motives of activity content.
The "I" Image	The image of the " I " becomes more complete. A teenager sees a gap between the ideal Self and the real Self	Lower emotional assessment, significance and stability of the "Self-image", dominating position in the inner world of the "Other's image".
Knowledge	All attention parameters are improved qualitatively. Memory, thinking processes and theoretical thinking are re-configured (independent thinking)	Formally acquired knowledge and skills.
Morality	Forming responsibility for yourself and your life. Ability to self-esteem and self-improvement. Forming socially acceptable behavior patterns.	Tendency to self-destructive behavior. Frivolity, irresponsibility and parasitic attitude.
Activity	Ability to volitional activity: goal setting, planning. Desire to participate in public activities. The desire to Express yourself in creativity.	Orientation to external step-by-step control, lack of purposefulness, desire to be invisible, the state of helplessness.
Temporary perspective	Setting goals for self-improvement, prescribing a life scenario, forming a dream goal.	Orientation to the present, a narrowed perspective of the past and future. The formlessness of life plans, the desire to satisfy only the most pressing needs.
I-concept	Creative structuring of the "I-concept".	Formation of the main conceptual ideas about self-rejection, self-distrust, self-esteem, orientation to the opinions of others, a sense of " I " and "We".
Communication	Communication is a leading activity of teenagers. Forming the need for recognition in a group of peers. The peer becomes a direct subject of communication for a teenager.	No need for emotional contact. The dominance of protective behaviors or de-structive aggression in solving conflicts. Poverty, schematicity of gender self-identification.

Table 2
Comparative socio-psychological characteristics of adolescents who are brought up in the family and outside one

The above-mentioned features of adolescents deprived of parental care are formed or amplified by the influence of the deprivation factor, i.e. the lack or absence of any conditions for a full life and mental development of a teenager. This factor determines the main feature of the educational environment in residential institutions. In connection with the topic of our study the following types of deprivation could be identified: personal, family, socio-cultural, socio-subject one provoked by characteristic negative factors and having certain psychological consequences and manifestations (Table 3).

Types of deprivation	Negative factors	Psychological effect
Personal deprivation	Frequent changes in residential institutions and consequently in educators, no significant adult.	Idealization of dysfunctional parents, assimilation of negative behavior patterns. Inability to feel deep emotional attachment to a partner.
	Forced orientation to officially accepted norms because educators for teenagers are only formal carriers of knowledge, patterns of behavior, performers of rewards and punishments.	The phenomenon of "alienation of one's experience": the transferred knowledge remains formal and does not cause an emotional, subjective attitude or conscious experience.
	Living in large groups forces to adapt to a large number of peers, lack of conditions for privacy.	Emotional stress and anxiety that increase aggression or resentment.
	"Forced" nature of communication with peers.	The phenomenon of forced love and friendship.
	Living in conditions of full state support.	Dependent position in relation to all others.
Family deprivation	Lack of parental love and care.	Abnormalities in the state of health and mental development, most often it is a delay in mental development.
	Lack of natural opportunities to assign behavioral forms, interests and values of one's gender	Low differentiation of gender identity of children who grew up in residential institutions
	The lack of a family sense "we".	Lack of a security sense.
	Lack of parental care, which leads to the formation of a spontaneous pack sense of "we".	Getting benefits from "strangers", formation of special behavioral norms in relation to "theirs" (boarding school students) and "strangers".
	The process incompleteness of experiencing the loss of parents or separation from them.	Blocking or inhibiting the formation of connections with adults resulting in complicated development of self-acceptance and self-identification.
Socio-cultural	Limiting contact with the wider social reality	Distrust and fear of the outside world, a state of helplessness, lack of social norms.

	Impoverished communication with adults, limited circle of adults.	Lack of normative role behavior, in particular the role of a future parent.
	Regulation of the child's life activity, restriction of personal choice.	Difficulties in developing internal self-control, self-regulation of the individual. Low level of independence and initiativeness.
	Lack of social behavior models for imitation and subsequent assimilation.	Difficulties in assimilation and reproduction of social experience.
	Lack of conditions for dating and communication with relatives due to the strict normality of life.	Lack of kinship feelings, inability to establish close ties with your spouse's relatives in the future.
	Past negative experience of life in the family.	The formation of a distorted image of the family.
	Lack of positive family history, experience of following traditions, celebrating holidays.	The lack of skills for the organization of family leisure and holidays.
	There is no adequate understanding of gender roles, behavior of men and women in their hierarchical structure of consciousness.	There is a hypertrophy of negative family image along with its idealization. The negative image of the family is formed, the colors of emotional aggression and psychological violence are introduced. There is no concept of the family as a place of protection from external aggression and threats, no positive image of the family.
	Lack of educational resources in the field of teenagers' sex education in contrast to the spontaneous influence of the media.	Lack of forming the culture of sexual relations
	Negative examples of behavior demonstrated by parents in the past.	Uncritical perception of such patterns of your own and other people's behavior
	Socio-subject deprivation	Lack of personal space.
Lack of household items.		Inability to live a family life.

Table 3
Types, factors and consequences of mental deprivation

Theoretical analysis of scientific literature on the problem of the research allowed to share the opinion by G. Plyasova that adolescents in residential institutions have psychological characteristics of character and ideas about the family which prevent the development of the role of a family man³⁵.

³⁵ G. Plyasova, Education of the future family man in the conditions of an orphanage (Barnaul: Sphera, 2008).

Therefore, it is particularly relevant to organize the pedagogical process aimed at forming ideas about family values through the creation and implementation of a set of special pedagogical conditions that take into account the above circumstances.

We have developed and experimentally tested a socio-pedagogical model that includes the following components:

- 1) principles (humanistic orientation, natural conformity, orientation to social and value relations, cultural conformity, emotional and positive attitude to the family, individual and personal pedagogical support, tolerant interaction of all subjects of the educational process);
- 2) approaches (humanistic, axiological, moral-oriented collectivist, personal-oriented one);
- 3) components (cognitive, motivational, emotional, activity-based);
- 4) stages (cognition, comprehension, emotional experience, reproduction);
- 5) pedagogical tools (lecture, conversation, discussion, "brainstorming", situation modeling, situational exercise, project presentation, story-role play, watching and discussing movies, meeting interesting people, group reflection, case technology, reflection, reflexive writing), blocks of content elements (love, family harmony, procreation, respect for parents, ideas about roles in the family) (see Figure 1)

G. I. Plyasova considers that the process of forming values in teenagers deprived of parental care who live in social service institutions should be carried out through purposeful socialization and systematic development of cognitive, motivational, emotional and activity-based components³⁵. Pedagogical tools used for this purpose are presented in Table 4.

components	The content of components	Pedagogical means of developing family values
cognitive	-formation of ideas about the role of parents in the family, the functions of the mother, father, older generation, children in the family; -formation of cultural traditions in the family; -awareness of the goals for creating a family the goals of creating a family; -formation of cultural sexual relations	introducing the content of components into the training content; -organization of business games, trainings, seminars; – -learning the cultural and historical experience of happy families (films, performances with family values)
emotional	-having an idea of true love as an active responsibility to family members, support, mutual assistance, respect, responsibility for all family members; -culture of relationships with various family members: parents, older generation, children; -responsibility for family leisure; -ability to spend leisure time with the family	trainings, discussions, conversations, organizing business games for development the ability to express emotions and feelings adequately; -expression of care for family members, trusting relationships between sisters and brothers; – -studying religious foundations, visiting churches and Patriotic organizations
motivational	-formed worldview about the value-based conception of family life	-holding discussions, seminars, watching movies on the topic: meaning

	<ul style="list-style-type: none"> -formation of understanding the main form of semantic value living is the presence of a family family and marriage relations; -formed motivation to create a successful family, the birth and upbringing of children 	<ul style="list-style-type: none"> of life, life ideals, goal-setting structuring, life orientations; -organizing role-playing games in different age groups - organizing debates, seminars with the invitation of successful people, model families, fathers and mothers with many children, sisters and brothers from large families; -invitation to conversations of representatives from professional dynasties
activity-based	<ul style="list-style-type: none"> -formed practical skills and skills necessary for running a family economy; -formation of stable character traits: willpower, patience, mutual respect; -formation of communication skills and conflict resolution skills 	<ul style="list-style-type: none"> -organization of business games aimed at developing money management skills; -psychological and pedagogical discussions and trainings aimed at developing household management skills; -organization of role-playing games with kitchen accessories, table setting, food culture, apartment cleaning, organization of everyday life culture; проведение дискуссий, семинаров, просмотры фильмов на тему: смысла жизни, жизненных идеалов, структурирования целеполагания, жизненных ориентиров;

Table 4
Socio-pedagogical conditions for forming family values

Description of an experimental research and results

An experimental research was conducted in the Regional Social Rehabilitation Center for Adolescents named "Family". The study took place between May 2017 and December 2019. 34 adolescents were engaged in the study (17 adolescents were in a control group and 17 ones were in a target group).

The empirical study consisted of the following stages:

I. Ascertaining research determined the formation level of family values in adolescents according to the following components: cognitive, motivational, emotional and activity-based one.

During a forming experiment we developed and implemented a program for forming family values.

1. Developing a program adapted for teenagers deprived of parental care.
2. Testing this program:

- selection of teenagers in an experimental group based on an interview;
- informing teachers and administration of the institution about the plan for conducting classes;

- conducting classes with the experimental group according to the developed program;
- monitoring the progress of work.

3. Making necessary adjustments to the program.

III. Control survey:

1. Repeated diagnostic examination to determine the formation level of family values in teenagers according to cognitive, motivational, emotional, and activity-based components.
2. Description of the research results.

We assumed the successful development of family values through using pedagogical tools according to the following scheme:

The first stage is knowledge:

- 1) perception: lecture, conversation, discussion;
- 2) active mental activity: "brainstorming", situation modeling, situational exercise
- 3) theoretical activity: presentation of the project.

The second stage is interpretation (case studies, reflection, reflective essay, hour of questions and answers):

- 1) emotional experience: watching and discussing movies, meeting interesting people, group reflection;
- 2) reproduction of mastered values: story-role-playing games.

At the end of our experimental research we conducted a diagnostic examination of the control and experimental groups in order to determine the effectiveness of our program. The data obtained are presented in Table 5:

Components	Methods	Indicators						
		high level		average level		low level		
cognitive		before	after	before	after	before	after	
		«Family values»	45%	43%	20%	47%	35%	10%
		«Moral readiness for marriage»	7%	8%	36%	76%	27%	16%
motivational	"The formation level of marriage and family ideas»	6%	12%	63%	71%	31%	17%	
		terminal values			instrumental values			
		before	after	before	after	before	after	
	«Value orientations»	28%	38%	34%	41%			
emotional		2 degree	1 degree	0 degree	-1 degree	-2 degree		

		before	after	before	after	before	after	before	after	before	after
	Incomplete sentences	8%	10%	23%	35%	53%	41%	9%	7%	7%	7%
activity-based		high level		average level		low level					
		before	after	before	after	before	after				
	«Gender roles»	27%	36%	44%	61%	29%	3%				
	«Readiness for family life»	12%	15%	50%	59%	38%	26%				

Table 5

Results of a diagnostic examination of the experimental group before and after the forming experiment (n=17 people)

Statistical processing of data by calculating with the Wilcoxon signed-rank test showed that when comparing the diagnostic results of the ascertaining and control stages, the value of T falls into the zone of significance. Table 6 shows the generalized results of calculating the Wilcoxon T-test when comparing data from the ascertaining and control stages of the study³⁶.

Components of family values	The value of the T-criteria when N=17			Conclusion
	Tcrit		T	
	p≤0.01	p≤0.05		
Cognitive component	132	155	3	the zone of significance
Motivational component	132	155	22	the zone of significance
Emotional component	132	155	35	the zone of significance
Activity-based component	132	155	5	the zone of significance

Table 6

Generalized results of calculating with the Wilcoxon signed-rank test when comparing data from the ascertaining and control stages of the study on the components of family values

Thus it could be suggested that the positive changes in the results of family values formation recorded after a forming experiment in the target group are not accidental and significant. This fact indicates full confirmation of the hypothesis which consists in the theoretical and methodological justification and practical implementation of socio-pedagogical conditions.

Discussion

The present study aimed to expand knowledge on developing family values in adolescents deprived of parental care. Findings from those studies indicated that using special pedagogical tools helps to develop family values in adolescents more effectively.

³⁶ V. Savinkov, Social assessment of the quality and relevance of education (Moscow: Yurayt Publishing house, 2020).

Pedagogical tools were used according to the two-stage scheme. The first stage is knowledge (perception: lecture, conversation, discussion; active mental activity: "brainstorming", situation modeling, situational exercise; theoretical activity: presentation of the project). The second stage is interpretation (emotional experience: watching and discussing movies, meeting interesting people, group reflection; reproduction of mastered values: story-role-playing games). More specifically, adolescents trained with above pedagogical tools showed more effectiveness in developing family values. It is possible that special training can help adolescents deprived of parental care to master traditional relationship in a family.

Limitations and Future Research

This research was the first to study family values development according to the components: cognitive, motivational, emotional and activity-based one. The results need to be interpreted with some limitations in mind. First, the interpretation of family values components is subjective and can be changed according to an individual research. Moreover, the above pedagogical tools were appropriate for adolescents deprived of parental care and educated in institutions of social service. The results of the study raised the question if it is necessary to develop family values in adolescents who are brought up in families with only one parent or in families having psychological difficulties. However, these questions are worth considering for educating adolescents with traditional family values.

Conclusions

This study estimated family values in the control and target groups on the cognitive, motivational, emotional and active-based components and showed a predominance of the average formation level of these components.

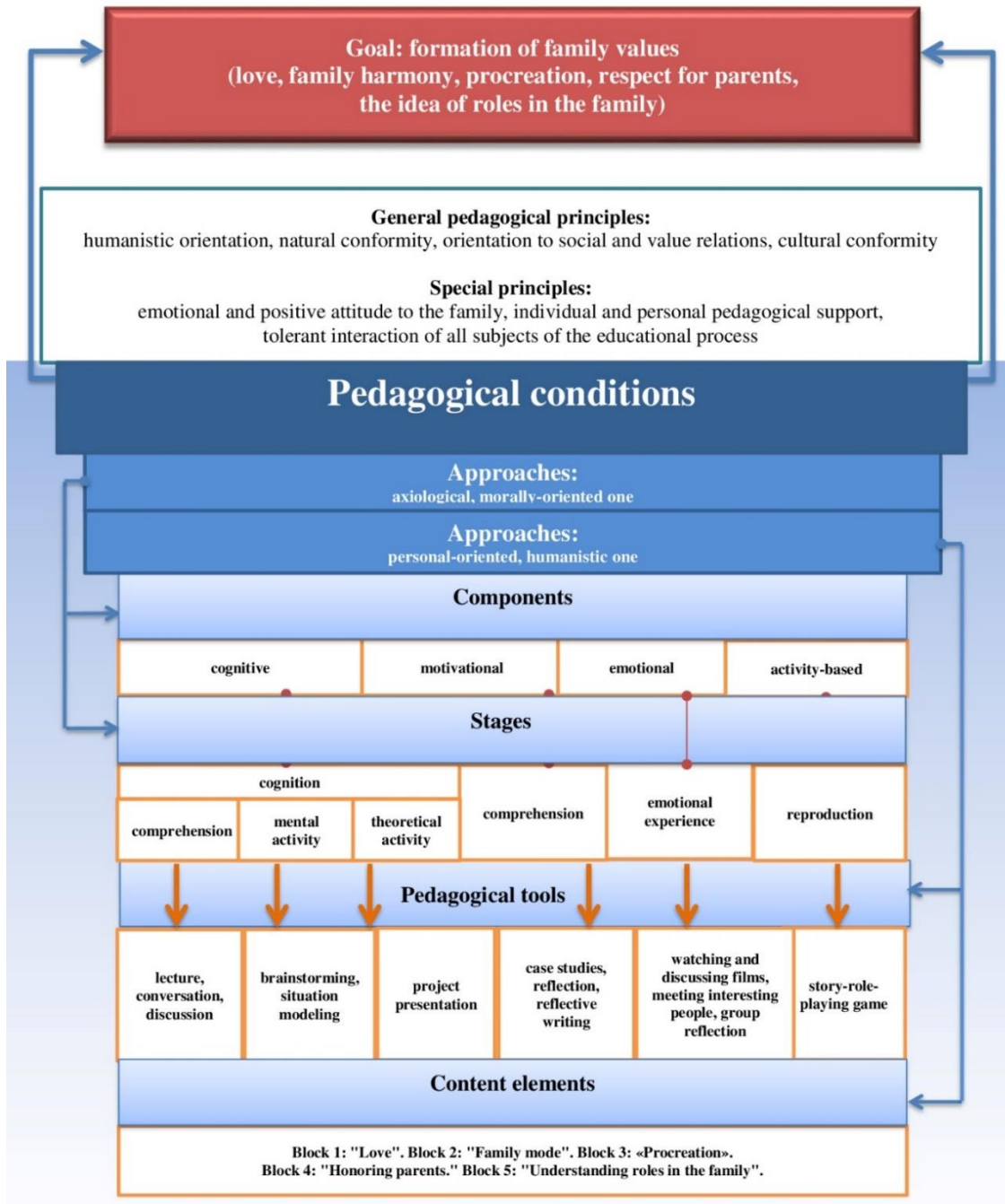
A program of socio-pedagogical conditions was developed and tested aimed to develop family values in adolescents deprived of parental care who live in social service institutions outside the family.

The examination at the end of the experiment revealed an increase in the percentage value of the average and high levels and a decrease in the low level of family values formation in the experimental group on the cognitive, motivational, emotional and activity-based components. The examination of the control group revealed slight fluctuations in the percentage value within the initial numerical values.

Thus the results of the research let conclude that socio-pedagogical conditions for developing family values in adolescents deprived of parental care are effective since there was a positive shift between the results before and after the program.

Appendices

Figure 1. A socio-pedagogical model for developing family values in teenagers deprived of parental care



References

Akutina, S. Formation of family spiritual and moral values in the interaction of family and school among high school students. N-Novgorod: NSU. 2010.

Alimguzhina, L. The World in which I live: additional General education program of preparation for independent living of pupils and graduates of the organization for orphaned children and children deprived of parental care. Ufa: BSPU. 2016.

- Bezdukhov, V. Theory and practice of introducing students to values. Samara: Samspu. 2002.
- Bezrukova, O. Population problems in the mirror of history. In the sixth Valenteevsky readings: collection of reports. Moscow: MAX Press. 2010.
- Bim-Bad, B. Pedagogical encyclopedia. Moscow: Big Russian encyclopedia. 2009.
- Domostroy. transl. Kolesov, V., ed. Dmitriev, L. Moscow: Nauka. 2016.
- Drobnitsky, O. The World of animated objects. The problem of value and Marxist philosophy. Moscow: Politizdat. 1976.
- Dyuldina, Zh. Formation of family values among young men in a multicultural environment (on the example of cadets of a military University). Ulyanovsk: USU. 2010.
- Eidemiller, E. Family diagnosis and family psychotherapy: study guide for physicians and psychologists. Saint Petersburg: Speech. 2003.
- Family Code of the Russian Federation from 29.12.1995, No. 223-FZ (ed. 29.12.2017) http://www.consultant.ru/document/cons_doc_LAW_8982/ Accessed 23 June 2019.
- Fedorenko, S. Model of formation of family values in children and adolescents: educational and methodological guide. Saint Petersburg: Svoye Izdatelstvo. 2014.
- Freud, Z. About psychoanalysis. Minsk: 1997.
- Hoffman, A. "E. Durkheim on values and ideals". Sociological research, num 2 (1991): 104-106.
- Kant, I. Works in six volumes. Volume 4. Part 2. Moscow: Thought. 1965.
- Kharchev, A. Marriage and family in the USSR. Moscow: Thought. 1979.
- Khilko, M. y Tkacheva, M. Age psychology. Moscow: Yu-rayt. 2010.
- Khramova, N. Culture of the family. Kostroma: GOU VPO KSU. 2005.
- Konstantinova, M. y Martynova M. Psychological tests for professionals. Minsk: Modern School. 2007.
- Medkova, D. "Family values as an object of sociological analysis". Lomonosov readings, num 2 (2003): 55-57
- Parsons, T. Values, motives and systems of action. Moscow: Academic project. 2002.
- Pogodina, E. Fundamentals of family life. Vitebsk: Publishing house by M. Masherov. 2003.
- Pogoreltsova, Yu. Personality psychology. Saint Petersburg: Spbgturp. 2011.

Porokhnyuk, E. Evolution of family values in the process of transformation of the traditional family in Russian and Eastern societies: sociological analysis. 2013. <https://cyberleninka.ru/article/n/evolyutsiya-semeynyh-tsennostey-v-protssesse-transformatsii-traditsionnoy-semi-v-rossiyskom-i-vostochnom-obschestvah-sotsiologicheskii/> Accessed 18 October 2019.

Plyasova, G. Education of the future family man in the conditions of an orphanage. Barnaul: Sphera. 2008.

Rosenthal, M. Philosophical dictionary. Moscow: Gosizdatpolit. 1975.

Savinkov, V. Social assessment of the quality and relevance of education. Moscow: Yurayt Publishing house. 2020.

Solovyov, V. The Justification of the good. In 2 volumes. Volume 1. Moscow: Thought. 1990.

çThe Constitution of the Russian Federation. 1998. http://www.consultant.ru/document/cons_doc_LAW_28399/ Accessed 23 June 2019.

Rusetska, A. Formation of cultural values in a child in a Polish family. Moscow: MGU. 2007.

Values, their nature and classification principles. Types of values: summary of philosophy: the concept and nature of values. 2019. <https://poisk-istini.com/literatura/filosofiya-konspekty-lekciy-bushuev/cennosti-v-chelovecheskoj-zhizni-ix-priroda-i-principi-klasifikacii/> Accessed 21 September 2019.

Volodina, L. Spiritual and moral values of education in the Russian family in the second half of the XIX-early XX century. Vologda: VGPU. 2006.

Weber, M. Selected works. Moscow: Progress. 1990.

Yanickiy, M. S. Value orientations of personality as a dynamic system: monograph. Kuzbass: Kuzbassvuzizdat. 2000.

Yavorskaya, A. y Dmitrieva, M. Values of the spouse's personality in various types of family systems. 2019. <http://cs-alternativa.ru/text/2394/2/> Accessed 21 September 2019.

Weber, M. Selected works. Moscow: Progress. 1990.

REVISTA
INCLUSIONES M.R.
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

CUADERNOS DE SOFÍA
EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de la **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo debe hacerse con permiso de **Revista Inclusiones**.