

# The Current State of Readiness for Family Life Development

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**Abstract:** This article describes the psychological features of preparing students for family life and its components, as well as the choice of complex methods for the empirical analysis of this problem and their psychological correlation analysis.

**Key words:** Preparation for family life, value, emotional-interpersonal, cognitive-behavioral, component, family life, family

## Introduction

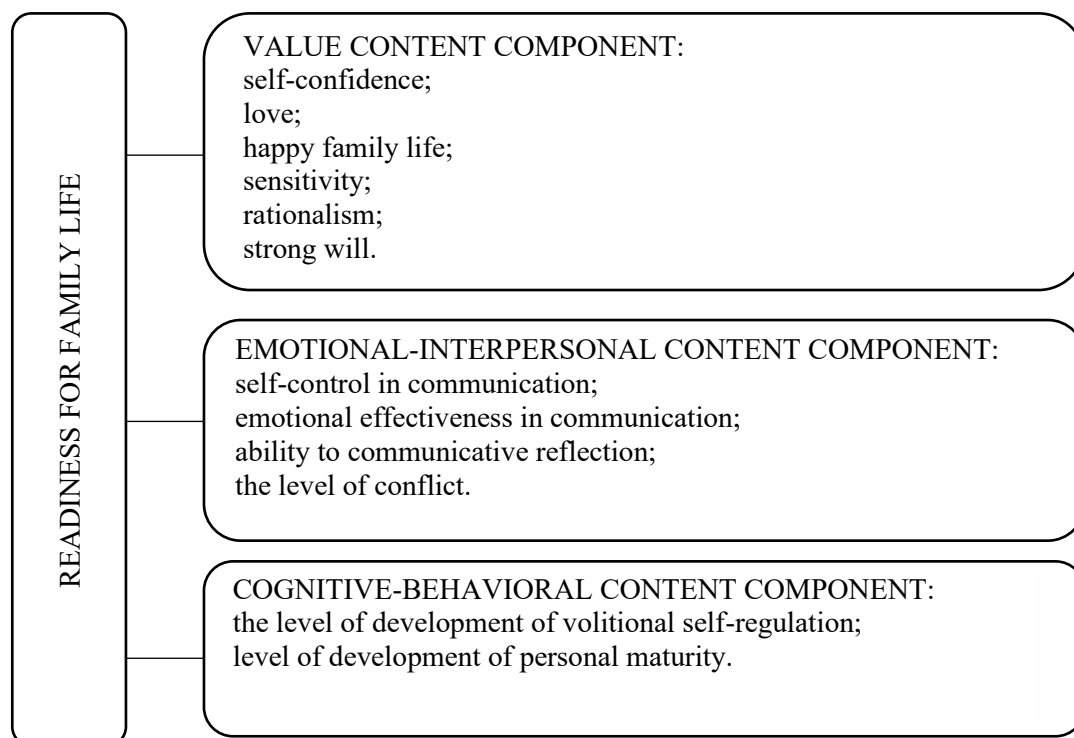
The global economic downturn caused by the problem of the pandemic certainly does not have the best effect on all spheres of life in modern society, including the functioning of the family institution. Intra-family relations in these conditions are marked by uneasy trends, a prominent place among which is a significant increase in everyday problems, as a result of conflict situations, and a decrease in the family life quality in general. All this can affect the growth of dysfunctional families, the number of divorces and, thereafter, incomplete families.

At the same time, the role and importance of the family cannot be overestimated. It serves as a spring of hopes for the humanization of relations, moral recovery and the formation of a full-fledged, harmoniously developed young personality for society. The family is important both for today's youth and society. It enters into the role of the primary social institution, which includes a new member of society, and in which it is socialized. In cases of violation of the normal course of the socialization of a young person, the loss or deformation of important social functions of the individual manifests itself in social maladjustment, antisocial behavior. Prevalence of totalitarian methods of family education, violation of the rights of the child complicates or even makes impossible the normal course of socialization. The family is the primary group where the child meets others, learns to contact, communicate, interact with them fruitfully. The family has been and remains the most important social institution of human society as a whole, thanks to which each parent has a real opportunity to repeat and continue himself in his descendants. [1, 9].

## Methods

In order to study the current state of development of students' readiness for family life, an empirical study was organized and conducted that involved in general 288 unmarried students, both female (51.7%, 149 people) and male (48.3%, 139 people), aged from 18 to 26 years (18 to 20-year-olds - 27.1%, 78 people; 21 to 23-year-olds - 47.9%, 138 people; 24 to 26-year-olds - 25%, 72 people) enrolled in various courses of a higher educational establishments.

To solve the psychological diagnostic problems of empirical research, based on the composition of the content components, the following criteria for assessing the development of students' readiness for family life have been identified.



**Figure 1. Criteria for assessing the readiness of student youth to family life**

The conducted research shows that the readiness of students for family life is rather complex, where there is no universal methodology for the psychological diagnostics in integrative education as a rule. In this regard, in order to empirically determine the levels of development of students' readiness for family life, taking into account the previously identified content components for the assessment criterion, the following psychological diagnostic complex was selected and applied, which has proven itself in practice:

value content component - Methodology for determining the formation of value orientations by B.S. Kruglov [4];

emotional and interpersonal content component - Questionnaire for assessing self-control in communication by M.Snyder [6], Questionnaire for diagnosing emotional barriers in interpersonal communication by V.V.Boyko [10], Questionnaire for diagnosing the level of development of reflexivity by A.V. Karpov [7], Questionnaire for express diagnostics to identify the level of conflict by O.L.Goncharov [10];

cognitive-behavioral content component - Questionnaire for the study of volitional self-regulation by A.V.Zverkov, E.V.Eidman [5,8], Test questionnaire of personal maturity by Y.Z.Gilbukh [3].

### **Results and Discussion.**

At the first stage, based on the results of a comprehensive psychological diagnostic examination (according to seven methods), the development of each content component of

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the student's readiness is determined. For this purpose, 12 criterion coefficients are calculated (reflecting the criteria for the content components of readiness: the value content component - 6 criteria are evaluated using 1 method, the emotional-interpersonal content component - 4 criteria are evaluated using 4 methods, the cognitive-behavioral content component - 2 criteria are evaluated using 2 methods).

The results of a psychological diagnostic examination according to the Methodology for determining the formation of value orientations by B.S. Kruglov, taking into account the application of the prepared generalizing mechanism, made it possible to find out that among the prevailing number of students (64.9%, 187 people), the value content component of readiness for family life is developed at a below average level. Possessors of a low level of development amounted to 2.1% (6 people) of students. Development at the average level was observed only in 33% (95 people) of trainees. Adequately, students with above average and high levels were not identified.

The study of the emotional and interpersonal content component of readiness for family life was based on a survey of student youth according to the Questionnaire for assessing self-control in communication by M. Snyder, the Questionnaire for diagnosing emotional barriers in interpersonal communication by V.V. Boyko, the Questionnaire for diagnosing reflexivity development level by A.V. Karpov, Questionnaire for express diagnostics of identifying the level of conflict by O.L. Goncharov.

The obtained psychological diagnostic results, taking into account the application of the prepared generalizing mechanism, made it possible to find out that the prevailing number of the examined (82.3%, 237 people) had a below average level of development of the emotional-interpersonal content component. The number of respondents with an average level of the studied component development was 16.7% (48 people), and with a low and above average - 0.7% (2 people) and 0.3% (1 person). Accordingly, students with a high level of development of the emotional and interpersonal content component of readiness for family life were not identified.

The final study, cognitive-behavioral content component of readiness for family life was based on surveys according to the Questionnaire for the study of volitional self-regulation by A.V. Zverkov, E.V. Eidman and the Personal Maturity Test Questionnaire by Y.Z. Gilbukh. Taking into account the application of a prepared generalizing mechanism, the obtained psychological diagnostic results made it possible to state that the majority of students (85.1%, 245 people) have a level of cognitive-behavioral content component of readiness developed at a below average level. At the average level of development of the studied trait 11.5% (33 people) of trainees were identified. At the above average and low levels, 0.7% (2 people) and 2.8% (8 people) of students were identified.

The study of the content components of the phenomenon under the study made it possible to find out the current state of student youth's readiness development for family life. Thus, the majority of trainees (55.6%, 160 people) who participated in the study have a below average level of readiness for family life. At the same time, 44.4% (128 people) of students have this feature developed at an average level. Accordingly, students with low, above average and high levels of readiness for family life were not identified.

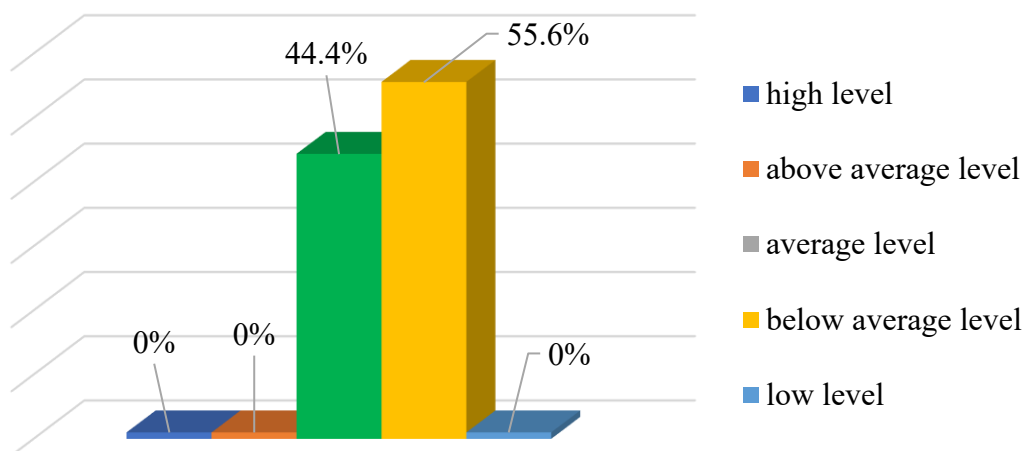


Figure 2

Correlation analysis of the comprehensive psychological diagnostic examination results according to the nonparametric criterion by Spearman made it possible to identify many relevant relationships. We consider it to be the most significant part of this study. Thus, the value coefficient indicators, cognitive-behavioral content components, as well as the general level of development of student youth's readiness for family life quite negatively correlate with the age indicators of the examined subjects, as well as the indicators of the course of study ( $r = -0.30$ ;  $r = -0.24$ ;  $r = -0.13$  at  $p < 0.050$ ).

These statistically significant relationships in their essence reflect the fact that the increase in age and, accordingly, the educational process of a higher educational institution does not have a significant positive impact on the level of development of students' readiness for family life. In general, with age, as well as with an increase in the course of study, the above indicators tend to worsen.

At the same time, the revealed correlations between the indicators of the emotional-interpersonal meaningful component of readiness for family life and the age of students, as well as the course of study, in contrast to the previous ones, are positive ( $r = 0.18$  at  $p < 0.050$ ). It means this content component develops with the increase in the age of students as well as the course of study. This trend is based on the identified significant positive correlation between the conflict level indicators (O.L.Goncharov's Questionnaire for express diagnostics of identifying the level of conflict) as an integral part of the emotional and interpersonal content component and the age of students, as well as the course of study ( $r = 0.39$ ;  $r = 0.60$  at  $p < 0.050$ ). That is the level of conflict with increasing age and course of study decreases, student youth, as a rule, becomes less conflict, with gaining experience, the ability to constructively solve problematic issues in communicative contacts and interaction develops.

In addition, the identified significant negative correlations between indicators of love (Method of determining the formation of value orientations by B.S. Kruglov) and indicators of age, the course of study of students ( $r = -0.82$ ;  $r = -0.61$  at  $p < 0.050$ ) demonstrate a worrying trend. It reflects the fact that for modern student youth, love as a vital value loses its position with age and an increase in the course of study, becomes less significant in their life and life plans.

At the same time, the identified significant positive correlations between indicators of a happy family life (Method of determining the formation of value orientations by B.S. Kruglov) and indicators of age, the students' course of study ( $r = 0.64$ ;  $r = 0.90$  at  $p < 0.050$ ) clearly demonstrate very positive trends. Where these correlations show that a happy family life through growing up and an increase in the course of study, becomes more significant as a life value, reflecting the long-term life prospect of modern student youth (table 1).

**Table 1. Correlation analysis results of a comprehensive psychological diagnostic examination**

**according to the nonparametric Spearman's test (n=288)**

<b>Names of comparison indicators</b>	<b>Correlation coefficient by Spearman R at <math>p &lt; 0.050</math></b>
Coefficient of the first content component (CCC) & Age	-0,306291
Coefficient of the first content component (CCC) & Course of study	-0,304765
Age & Love (Methodology for determining the formation of value orientations by B.S. Kruglov)	-0,823160
Course of study & Love (Methodology for determining the formation of value orientations by B.S. Kruglov)	-0,612021
Course of study & Happy family life (Methodology for determining the formation of value orientations by B.S. Kruglov)	0,641210
Age & Happy family life (Methodology for determining the formation of value orientations by B.S. Kruglov)	0,906820
Coefficient of the second content component (CCC) & Age	0,184777
Coefficient of the second content component (CCC) & Course of study	0,185087

Names of comparison indicators	Correlation coefficient by Spearman R at $p < 0,050$
Level of conflict (Questionnaire for express diagnostics of identifying the level of conflict by O.L. Goncharov) & Age	0,399646
Level of conflict (Questionnaire for express diagnostics of identifying the level of conflict by O.L. Goncharov) & Course of study	0,606695
Coefficient of the third content component (CCC) & Age	-0,249255
Coefficient of the third content component (CCC) & Course of study	-0,208994
The level of development of readiness for family life (CR) & Age	-0,131287
The level of development of readiness for family life (CR) & Course of study	-0,131180

Thus, on the assumptions of the foregoing, and based on the disclosed component structure of the phenomenon under study, it is appropriate to single out twelve evaluation criteria (self-confidence, love, happy family life, sensitivity, rationalism, strong will, self-control in communication, emotional effectiveness in communication, the ability for communicative reflection, the level of conflict, the level of development of volitional self-regulation, the level of development of personal maturity), each of which refers to the corresponding content component, and together reflects the readiness of students for family life in general.

For a practical study of the phenomenon under the study, according to the selected criteria, a psychological diagnostic complex was selected involving seven methods that have proven themselves in practice. At the same time, in order to adequately generalize the psychological diagnostic results obtained using different tools, their transfer into a single system of measurement, generalization and conclusions regarding the level of development of readiness for family life, there has been prepared a special generalizing mechanism that provides the calculation of twelve criterion coefficients (value content component - 6 criterion coefficients, emotional-interpersonal content component - 4 criteria coefficients, cognitive-behavioral content component - 2 criteria coefficients), three coefficients of development of content components of a students' readiness for family life (value content component, emotional-interpersonal content component, cognitive-behavioral content component), the overall coefficient of readiness of students for family life, as well as the interpretation of the results obtained according to the five-level gradation.

A comprehensive psychological diagnostic examination ( $n=288$ ) made it possible to state that the prevailing number of students (55.6%, 160 people) have a below average level of readiness for family life. At 44.4% (128 people) of students, this feature is developed at an average level, and there are no trainees with an above-average and high level. Correlation analysis of the results of a comprehensive psychological diagnostic examination ( $n=288$ ) using the Spearman's nonparametric test made it possible to identify statistically significant relationships, which in essence reflect the absence of a positive effect of increasing the age of students, increasing their course of study on the level of development of readiness for family life ( $r = -0.30$ ;  $r = -0.24$ ;  $r = -0.13$  at  $p < 0.050$ ).

In addition, with age and an increase in the course of study among modern students, love, as a vital value, loses its positions, becomes less significant in their life plans ( $r = -0.82$ ;  $r = -0.61$  at  $p < 0.050$ ), and a happy family life with growing up and, accordingly, with an increase in the course of study, becomes more significant as a life value, reflecting their long-term life prospect ( $r = 0.64$ ;  $r = 0.90$  at  $p < 0.050$ ).

The obtained empirical results confirm the high importance of the ongoing research once again and highly actualizes the preparation of effective ways of forming and developing readiness for family life, taking into account the current state of development [2]

**Conclusion.** The study of the structure of student youth's readiness for family life allows us to draw the following conclusions:

1. The analysis of the various positions of scientists regarding the content characteristics of the phenomenon under study allows us to single out the following generalized content components of student youth's readiness for family life:

the first content component is value, the second content component is emotional-interpersonal, and the third content component is cognitive-behavioral.

At the same time, the identified components of student youth's readiness for family life are conditional, since their content basis is interdependent i.e., closely intertwined, complementing each other. A comprehensive psychological diagnostic examination ( $n=288$ ) made it possible to state that the prevailing number of students (55.6%, 160 people) have a below average level of readiness for family life. At 44.4% (128 people) of students, this feature is developed at an average level, and with an above-average and high level, there are no trainees.

Correlation analysis of the results of a comprehensive psychological diagnostic examination ( $n=288$ ) using the Spearman's nonparametric test made it possible to identify statistically significant relationships, which in essence reflect the absence of a positive effect of increasing the age of students, increasing their course of study on the level of development of readiness for family life ( $r = -0.30$ ;  $r = -0.24$ ;  $r = -0.13$  at  $p < 0.050$ ).

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The empirical results obtained confirm the high importance of the ongoing research once again and highly actualize the preparation of effective ways of forming and developing readiness for family life, taking into account the current state of development.

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