

оңалтуды адамды құрайды. Осы мақсатта автор ұсынысы, талап ететін барлық әлеуметтік ортаға тығыз ықпалдастықтың жаңа үлгілерін іздеу өскелең ұрпақты тәрбиелеу міндеттері ашық тәрбие құрылымдары, мектептің, отбасының, еңбек коллективтерінің, жұртшылықтың өз-ара іс әрекеттерінің байланысында

Түйін сөздер: әлеуметтік орта, отбасы, толық және толық емес отбасы, толық емес отбасы мәселелері – әлеуметтік қорғау, балалар мен ересектерді психологиялық-педагогикалық қолдау.

Мамырбекова Гүльсан

кандидат педагогических наук, и.о. доцента кафедры педагогики и образовательного менеджмента,
Казахский национальный университет им. аль-Фараби,
г. Алматы, Казахстан, e-mail: gulsan82@mail.ru, тел.: +7 771 400 2210

Актуальные проблемы неполной семьи в работе социального педагога

Все социальные проблемы современности затрагивают семью, преломляются в ее самочувствии, способности выполнять свои многочисленные функции, преодолевать трудности. Вопрос о роли семьи как главного социального фактора, влияющего на становление личности, является весьма актуальным. В статье рассматриваются: понятия полной и неполной семьи, рост количества неполных семей, источники формирования неполных семей, проблемы неполной семьи, такие как социально – экономические, педагогические, медицинские и психологические, а также социализация детей. Автор критически оценивает и предостерегает о появлении негативных источников формирования неполных семей, таких как социальная и гражданская незрелость супругов, их безответственным, легкомысленным отношением к семье, а также увеличением числа вынужденных браков, вследствие беременности и рождения ребенка. Поднята проблема отсутствия одного родителя в семье, которая может явиться причиной неполноценного, неудачного воспитания детей, неадекватного представления мальчиков о ролевых функциях мужчины, мужа, отца, а также искажает представления девочек о ролевых функциях женщины, жены, матери. В связи с этим автор подчеркивает роль социального педагога, практическая деятельность которого направлена на психолого-педагогическую поддержку детей и взрослых, развитие личности, реабилитацию человека. С этой целью автор предлагает поиск новых моделей воспитания подрастающего поколения, выдвигает задачи воспитания личности в открытой социальной среде, требующего тесного взаимодействия всех воспитательных структур нашего общества – школы, семьи, трудовых коллективов, общественности.

Ключевые слова: социальная среда, семья, полная и неполная семья, проблемы неполной семьи, социальная защита, психолого-педагогическая поддержка детей и взрослых.

Introduction

Recently to a family there are radical changes reflecting all-civilization tendencies and transformations in the Kazakhstan society. Researchers speak about formation of new type of an orientation of the personality, characterized by orientation to such values, as material security, enterprise, property, independence, spouses more and more seek for self-updating, self-development, self-improvement outside a family that, according to a number of scientists, creates threat of destabilization of a family, leads to growth of number of dysfunctional families.

Similar changes in system of valuable and semantic orientations of parents of children influence functioning of a family, and first of all – educational function. At teenage age the child aspires to autonomy, but at the same time needs parents, their help and emotional support. The violations of family education frustrating these needs of the child at this age are directly connected with negative

consequences for an emotional condition of the child, for his mental and personal development.

Since 2013, every second Sunday of September in Kazakhstan is celebrating the Family Day. In February 2016, the Institute of the Commissioner for the Rights of the Child was established in the country, and in December the Concept of Family and Gender Policy in the Republic of Kazakhstan was approved until 2030. 2017 in the CIS is declared the Year of the Family, which aims the countries of the post-Soviet space to search for effective forms of family support and family education. Experts are sure that increased attention to the main cell of society is not shown for the sake of a tick, The world is changing, along the family is changing too, traditional values are devalued.

And all this takes place against the background of economic and political instability in the world, as well as the impact of new information technologies. The destinies of the family and society are interrelated. The role of the family in society is incomparable in its strength, with no other social

institutions, since the personality develops and forms in the family, the process of socialization and the social roles necessary for painless adaptation in society takes place. The family acts as the first educational institution, the connection with which a person feels throughout his life.

The purpose of the article – a research of problems of families, different in structure. Upbringing and successful socialization of the child depends on the structure of the family. The specifics of situation in our society of incomplete families draws a special attention. Because huge problems in upbringing of the child arise with increase in number of incomplete families and nowadays the lonely mother, the lonely father divorced parents aren't a rarity. Problems of an incomplete family are especially urgent as education of children in such family has a number of features: insufficient influence on the child in a family, anilaterally of educational influence, manifestation of unbalance of parental feelings, possibility of a thought of own inferiority in consciousness of the child.

Materials and methods of a research

In a theoretical part of a research methods of the analysis of scientific literature, the analysis of the state documents, in particular, materials of the Republic of Kazakhstan agency in statistics are used.

Research methods:

- social- pedagogical observation;
- experience studying;
- a statistical method (the quantitative and qualitative analysis of materials on family problems).

Review of literature

As the analysis of the psycho-pedagogical literature published at the end of XX – the beginning of the XXI st centuries shows, the pedagogues-researchers in their works mark out various aspects of family education: a support on the humanistic ideas within the theory of «free education» (Zh.-Zh. Russo, L.N. Tolstoy, S.T. Shatsky, K.N. Venttsel, etc.); the use of the principles of nationality in the system of public education according to K.D. Ushinsky's theory (M.I. Demkov, P.F. Lesgaft, A.S. Makarenko, L.V. Mardakhayev, V.A. Sukhomlinsky, I.Y. Yakovlev, etc.); definition of a family as factor of socialization of the identity of the child, as «complex of conditions and means» (V.G. Alekseeva, A.P. Baranov, I.V. Grebennikova, V.Y. Titarenko, A.G. Harchev, etc.); the formation of family spiritual and moral values (Y.P. Azarov, Sh.A.

Amonashvili, E.V. Bondarevskaya, V.A. Karakovsky, T.A. Kulikova, B.T. Likhachev, T.V. Lodkina, A.S. Makarenko, L.I. Malenkova, I.S. Maryenko, I.V. Metlik, A.B. Mudrik, M.N. Nedvetskaya, N.D. Nikandrov, V.V. Nikolina, A.S. Spivakovskaya, S.L. Soloveychik, A.G. Hripkova, S.T. Shatsky, N.E. Shchurkova, etc.); ethnopedagogical aspects of family education of children (G.N. Volkov, M.G. Taychinov, E.I. Sokolnikova, Z.B. Tsallagova, etc.); aspects of relationship of generations in a family (I.V. Bestuzhev-Lada, M.S. Matskovskii, Y.I. Semenov, A.G. Kharchev, and others); Psycho-pedagogical counseling of the family (Y.E. Aleshina, L.Y. Gozman, B.Z. Vulfov, M. Dubovskaya, L.I. Umansky, etc.); features of the upbringing and socialization of children in an unconventional family (M.I. Buyanov, A.B. Dobrovich, V.N. Druzhinin, A.I. Zakharov, I.Y. Medvedeva, T.A. Shishova, H. Figdor and others.).

History of family and public education – this branch of pedagogics since the most ancient times abounds different, occasionally with opposite estimates of an entity of the childhood, assignment of parents, the principles, contents and methods of family education, a role in it of the father and mother, the nature of a relation of a family with school and society up to now in general. Set of theories, points of view, concepts, policies, approaches, decisions... But the general that makes related them, is that destiny of the child, his assignment and welfare were never indifferent for parents to school, society in general – because this future.

The happened changes have weakened traditional functions of a family, the regulatory nature of sexual morals in distribution of duties in a family, have influenced the social status of the woman, have made her more responsible and independent. Women household chores are forced not only to carry out accurately and to raise children, but also to participate more on an equal basis with the man in production affairs, to carry on business. (Bim-Bud B.M., Gavrov S.N., 2010: 27).

A.S. Makarenko attached special significance to structure of a family. He has entered the concept «full» and «incomplete family», understanding as it a family which has no father or mother. Both education, and successful socialization of the child depends on the structure of the family. The special attention is drawn by specifics of situation in our society of incomplete families. Because huge problems in education of the child arise with increase in number of incomplete families and nowadays the lonely mother, the lonely father divorced parents aren't a rarity. Problems of an incomplete family

are especially urgent as education of children in such family has a number of features: insufficient influence on the child in a family, an unilaterality of educational influence, manifestation of unbalance of parental feelings, possibility in consciousness of the child of a thought of own inferiority (Makarenko, 1977: 32).

Unfortunately, in recent years the number of the families consisting of one parent, most often mothers – incomplete grows in our country. According to experts, adequate socialization of children in a family with one parent is impossible (Williams Brian, 2005:9). Considering modern problems of family education, it is impossible to ignore a problem of dysfunctional families and at-risk families. Certainly, each family is interested in that the child who is brought up in it has been surrounded with care, attention and didn't need anything. However a number of economic, demographic, medical and sanitary and other factors leads to the fact that the family gets into difficulties and it appears not to provide in forces to the child full education and development. Such families of «risk group» need the additional help. And often, because of deepening of problems, not in forces to fulfill parental responsibilities properly. «For the happy childhood the child needs the house where there is both a father, and mother», – the famous Russian sociologist I. Kohn writes (Kohn 2003: 45). At the same time statistical data show that in Kazakhstan every tenth child who hasn't reached eighteen-year age grows in a family with one parent, as a rule, with mother. The number of divorces increases, the prestige of a family falls, tension of intra family life, the conflicts and the facts of violence against women amplify. Many clinical observations which testify to the injuring divorce role on the small child were made. The fact of a divorce causes such serious consequences as neuroses, depressions and various disturbances in behavior: embitterment, aggression and so forth. Considering mass character of such phenomenon as an incomplete family, it is extremely important to find out whether has education of the child without father steady and natural consequences for development of the person of the child. E.O. Smirnova, etc. undertook the comparative analysis of the children's drawings «my family» in two groups of children of 5 – 7 years: living in an incomplete and full family. The research was conducted in kindergartens and 623 children participated in it: 544 of an incomplete family and 80 of full.

The received results can testify to essential differences in emotional feeling of the children

growing in full and incomplete families. And these differences depend on a sex of the child: if indicators of girls from incomplete families are in most cases rather close to the relevant data of their coevals from full families, then indicators of boys in two selections significantly differ. These differences consist in the following:

The emotional condition of boys from incomplete families is lower and oppressed, than at girls;

This group is in rather difficult situation of emotional isolation: their communications with mother are less close;

Boys from incomplete families have feeling of loneliness and difficulty in communication in a family much more often (Fleyk-Hobson K., 1993: 12).

In one of the performance before journalists the Chairman of the RK agency according to Alikhan Smailov has reported that in 2012 the maximum number of stains – more than 47 thousand has been recorded, and in 2013 in two months in Kazakhstan nearly 10% more stains, than in the same period of previous are registered. Every fourth marriage in Kazakhstan for the last five years has broken up. The number of «single mothers» and «single fathers» have respectively made 444 800 women and 42 300 men. In total more than 3,3 million married couples live in the country, according to a statagentstvo, in the marriage union now.

Almaty is considered the leader in number of stains – every third marriage breaks up here. Children from an incomplete family can not always satisfy the requirements, interests. Mother who is bringing up one child is forced to work, thereby gives to time to communication with the child a little, just the same picture is observed in a family where the single father.

The incomplete family is one of the main social demographic types of a modern family. The incomplete family is a small group with partial incomplete communications where there is no traditional system of the relations «mother – the father – the child» (Dementieva, 2001:8).

The incomplete family is the small social group consisting of one parent and children living together with him. They are connected by the related relations, maintaining the general economy, mutual moral responsibility. The incomplete family is formed owing to the death of one of parents, a divorce, the birth of illegitimate children, the actual disintegration of the family relations at their legal preservation.

Growth of incomplete families is directly connected with the sphere of the matrimonial relations:

- change of moral standards in the field of relationship of floors;
- distribution of premarital communications,
- change of traditional roles (family) men and women;
- loss of families of the production function;
- unpreparedness of youth to marriage;
- the overestimated requirements in relation to the marriage partner; – alcoholism and drug addiction (Lazarev, 2005: 39).

Allocate several sources of formation of incomplete families. The most mass of them is connected with disintegration of a family owing to a divorce of spouses. The sociological information which is saved up by researchers demonstrates that are the most common causes of stains alcoholism, not similarity of characters, treason or creation of other family. The fact that in most cases the woman acts as the initiator of a divorce attracts attention. As for early marriages, they are less durable, than usual. This process, undoubtedly, is stimulated with social and civil immaturity of spouses, their irresponsible, flippant attitude a family, and also increase in number of the compelled marriages, owing to pregnancy and the child's birth. Formation of incomplete families is also promoted considerably by the disproportionate growth of mortality of men observed in the last decade at working-age from the unnatural reasons (poisoning, production injuries, military operations etc).

Due to the change of moral standards in the field of relationship of floors, distribution of premarital communications, unpreparedness of youth to marriage, overestimate of requirements to the marriage partner the number of the children born out of marriage increases.

There is a number of the problems concerning incomplete families which treat socially – economic, pedagogical, medical and psychological.

Among problems of incomplete families in most cases the problem of economic character (the material difficulties experienced by a family) especially is particularly acute. The cumulative budget of a family consists of the individual labor income, grants, pensions, compensatory payments and privileges determined by the state, the alimony for children after the divorce, gifts in money or things, products from relatives and friends.

What does growth of action of adverse factors threaten with?

First of all we will note frightening tendencies: trouble threatens growth of number of neglected and street children, the families which don't have the permanent residence, and also needy families, etc.

The frightening statistics showing the constant growth of quantity of cases of deprivation and restriction of the parental rights of statement of families on the account demonstrates that the problem of family trouble requires the immediate solution (Nikandrov, 2000: 58).

Most often become problems of such families:

Social and economic problems. The limited income, low material supply concern to them.

Behavioural problems. Absence of one of parents most often in a negative side changes style of family education. For example, trying to protect as much as possible the child from the stress connected with experience of a divorce, and also the changes which have concerned a family way of life, many mothers begin to sponsor excessively children, depriving of them independence. And some go into other extremes, depriving of children of parental care and attention, giving itself full-time job. The aspiration of mother to show excessive severity can become one more example of the unhealthy relations in the child parent system, wishing «to compensate» him absence of the father thereby. In all these cases the atmosphere in a family where the child is brought up, becomes extremely unhealthy.

Often after the divorce, mother can't cope with the negative emotions connected with the former spouse. Also begins to vent the rage on the child.

Natural result of the created negative styles of family education, a gap it becomes put – the parental relations, a tendency to mutual distrust, violation of communicative communications and a set of problems which the child will face in the future.

Psychological problems. The experiences connected with lack of moral support from one of parents concern to them, first of all. In families where the child has endured a divorce of parents, he forms a set of complexes – it is also experience of separation from one of parents, and charge of in what has occurred. Besides, absence of one of parents can negatively affect the child's self-assessment extremely. (Vygotsky, 2006:52)

The school development of society in our country sought to strengthen at all times the influence on a family that with her help to realize all abilities of the pupil.

Our school gradually becomes more and more open social and pedagogical rule. She is open for various beliefs of pupils, dialogue, interpersonal and intergroup communication; it is open in physical sense the whole day both for children, and for adults.

At school prevails tendencies to expansion and strengthening of interactions with life, all social institutes of the environment – a family, the

enterprises; cultural educational institutions, public organizations, etc. And the most important – at open school of activity is transferred to the identity of the child: all necessary conditions for his personal development are created (Mudrik, 2000: 48).

Results and discussion

As a result of studying of researches need of control of realization of structure of open school is noted.

The basic in her activity is a diagnosing of a social and psychological situation in a family; the organization of work of the experts directing to versatile social and pedagogical activity of a family.

Increase in pedagogical culture of parents is a basis of improvement of family education. Among them: a PTA meeting as one of the most often practiced forms of increase in pedagogical culture of parents. At meetings parents get acquainted with the general questions of education of children in a family and school, with tasks and results of work of school. Other form of work are competitions, festivals of parents which are devoted to exchange of experience of education of children. Also the debate as one of forms of increase in pedagogical culture of parents is used. Actively meetings at a round table in which people of various specialties, different age and parental experience participate that allowed to broaden educational horizons not only of fathers and mothers, but also teachers began to be held and to propagandize the best experience of family education, their participants exchange opinions, relying on the acquired knowledge and the accumulated experience.

In the analysis of addresses of parents to experts the following problems come to light:

- problems of relationship of parents and child of – 35%,
- parents are concerned by unwillingness of the child to study – 30%,
- a problem the relations of the child and the teacher – 15%,
- problems of adaptation of the child in collective of relationship with peers – 10%

Economic and social problems negatively influence life of society in general. As a result, increase in families of «risk group», growth of number of teenagers with various forms of deviant behavior is observed in recent years.

In the senior classes 30 people have been interviewed: physical impact almost doesn't meet, however only 50% of young men and girls consider the situation in a family of equal, 9% consider that

they hold position of the person forced to submit only in a family, 3% consider themselves lonely people whom nobody understands and doesn't love, 10% feel constant guardianship, 4,3% consider that they create problems in a family, 1% feel as strangers, it is difficult for them to participate in family life. More than a half of the interviewed seniors have noted that parents seldom pay attention to their mood. What exit from the created situation? Who can give help and) if not to stop, at least to reduce similar cases? First of all it is, of course, a family and school which are, in our opinion, a microenvironment of protection of the child.

The researches conducted at school have shown that only 29% of children spend free time with parents, regularly check diaries of 12%. Deficiency of communication of parents with children doesn't form a basis of progress of school students in educational activity, the number of «difficult» increases. And, nevertheless, a family – the main factor of development and education of the personality. Parents have to bring up the child, and all social institutes can only help them with providing conditions for self-development of the child, helping it to learn the individual inclinations, tendencies and to realize them in the acceptable form useful to him and societies. (Antonova, Tsvetkova, 2006: 7)

On our deep belief, parents have to remember always: the child can find that emotional support which is necessary for him only in a family. The child has to be sure that at any difficulties and difficult situations arising in life he has a strong back – his family where will always understand and will help. Parents have to have a full faith in the child.

The school can become other defender of the child, it is urged to help the young man to gain independence. But a family, school, as is well-known – model of society, and education – one of his institutes therefore they can't significantly differ from the fundamental principle.

The priority directions in the organization of family and public education are:

- orientation of education on development social and active, educated, is moral also physically healthy personality in the changing conditions of public life;
- familiarizing of the growing generation with cultural and historical traditions, formation of feeling of the real owner of land;
- improvement of civil, legal and patriotic education of pupils;
- formation of a healthy lifestyle, activization of sports and mass and improving work;

- creation of conditions for formation of socially necessary knowledge and skills, professional interests, development of creative abilities of each child (Gulyaikhin, 2013:56).

Depending on character of family problems, their complexity, sharpness or neglect, in work with each concrete incomplete family various forms and methods of social work are used. It both individual, and group (club) social work, work within family consultation (family therapy) and social patronage, work separately with the child, with the parent or with both of them at the same time.

Very urgent is a work of the social teacher today. Social activity as the public phenomenon is peculiar to human society from the moment of his existence. During various periods of the development society helped with various form to the members to survive. Social work as practical activities is directed to support, development of the personality, rehabilitation of the person. The social teacher – the expert giving psychology and pedagogical support of children and adults (Shubovich, 2010:38). The position of the social teacher is available, as a rule, in the organizations of education, the public centers of educational work on the residence and in social services. He carries out a complex of actions for education and social protection of children in educational institutions and at the place of residence. The main objective of the expert – it is timely to give social help to children and teenagers, a family. In modern society, unfortunately, children need social protection. Children don't choose parents, not their wine that parents have divorced, or lead an immoral life. Unfortunately, there was usual a deprivation of the parental rights when irresponsible parents forget about the duties, abuse, harmfully influence development of the child, cruelly treat them. Society is obliged to protect children as the childhood has to be cloudless, happy, only then we can bring up strong in spirit, confident in the future the younger generation. Activity of the social teacher is very responsible. Identification of dysfunctional families and taking measures to protection of the rights of children and teenagers, protection of their life and preservation of health belongs to his duties. For this purpose the social teacher studies personal features of the children needing the help and defines system of necessary educational measures and actions. Work with difficult children, children – orphans and children without parental support belongs to his duties, he is engaged in their employment, provision of housing and grants. If necessary he raises a question for appropriate authorities of deprivation of the parental rights, establishment of guardianship

and guardianship, adoption and other measures, is a peculiar intermediary between the pupil and various administrative, departmental and social services and the charitable organizations.

Conclusion

So, at the present stage of society further development and improvement of educational function of a family are promoted: continued care of the state of a family; steady increase in her material well-being and improvement of domestic conditions; unity of educational problems of a family and society; coherence of educational influences on the child of school, family and all society; increase of general education, cultural and pedagogical level of parents, increase in moral and civil liability of parents for education of younger generation. About the birth the child is connected with parents by invisible «thread» and from that what relations are put between them directly formation of the personality depends.

And if all of us are teachers, parents – we will act within universal ideals and values, then the probability of success on the way of education of new generation will significantly increase.

Having considered some parties of this problem, we come to a conclusion:

- the correct organization of work of the social teacher with children from incomplete families, allows to correct social development of the personality at early stages and to come as a result to the correct social adaptation of the child. Our modern life demands search of new models of education of younger generation, puts forward problems of education of the personality in the open social environment, demands close interaction of all educational structures of our society – school, a family, labor collectives, the public;

- at modern school the social teacher – a significant figure. The main goal of work of the social teacher is a psychology and pedagogical support in creation of a healthy microclimate in collective, contribution to the kind interpersonal relations and realization of abilities of each child, protection of their interests and taking measures to the solution of the arising problems;

- that in modern conditions for implementation of the social order of families with different levels of self-reliance, training of specialists in the field of pedagogics of a family of the following directions is necessary: professional teacher (house teacher, house psychologist, social teacher, tutor, tutor, etc.); the expert of the sphere of social pedagogical work

(realizing functions of the mentor, the intermediary, the curator, the diagnostician, the consultant, the adviser, the psychotherapist, etc.); expert of services industry (nurse, housekeeper, etc.).

These aspects in style of education which cause deviations from normal, harmonious development of the identity of the child, that is education violation

come under the spotlight of researchers: hyper – or a hypopatronage, conniving or ignoring of needs of the child, inconsistency in the relations of parents with children, overestimate or insufficiency of requirements, an ogranichitelstvo, excessiveness of the bans or their insufficiency, excessiveness of sanctions or their total absence, etc.

References

- 1 Andreyeva, G. M. Social psychology: The textbook for higher educational institutions – M., 2000.
- 2 Antonova L. I., Tsvetkova N. A. Rol of family traditions and rituals in ideas of the senior school students of a family // Modern humanitarian researches. – No. 1. – 2006.
- 3 Bim-Bud B. M., Gavrov S. N. Semya as sociocultural phenomenon//Modernization of institute of a family: macrosociological, economic and antropologo-pedagogical analysis. Monograph. – M.: Intellectual book, New chronograph, 2010. – P. 27 – 53.
- 4 Vygotsky, L. S. Psikhologiya of development of the child: The manual/H.p. Vygotsky – M.: Academy 2006. – 512 p.
- 5 Betty Schramper Azar. Basic English Grammar/Longman, 1996.
- 6 Betty Schramper Azar. Understanding and Using English Grammar/Longman, 1999.
- 7 Williams Brian. Marriages, Families & Intimate Relationships. – Boston, MA: Pearson, 2005. – ISBN 0-205-36674-0.
- 8 Werneck H., Werneck-Rohrer S. PsychologiederFamilie. – Wien: WUV, 2000. – 355 S. – ISBN 3-85114-547-X.
- 9 Van de Kaa D.J. Europe's Second Demographic Transition//Population Bulletin, Vol. 42, No. 1. Population Reference Bureau, Washington D.C., 1987
- 10 Gulyaikhin, V. N. Semya as subject of early legal socialization//NB: Matters of law and politicians. – 2013. – No. 7. – P. 56-66.
- 11 Grishanova, O. S. Interactive forms of interaction of a family and Uchitel School / Publishing house, – Volgograd – 2008
- 12 Dementieva I. F. Negative factors of education of children in an incomplete family//family Sociology. – No. 6. – 2001.
- 13 Dianne Swenson. The Day Dad Cried and other stories/Perfection Learning Corporation, Logan, Iowa, 1984.
- 14 Cambridge Dictionary of American English/Cambridge University Press, 2000.
- 15 Sandpiper, L.A. Family education: Manual / L.A. Kulik – M.: Education of 2003. 175 pages.
- 16 Kovalyov, S. V. Psikhologiya of a modern family: The manual / S. V. Kovalyov – M.: Education of 1999. 270 pages.
- 17 Kohn, I.S. Child and society. – M.: Academy, 2003. – 336 pages – ISBN 5-7695-1420-5.
- 18 Con, I.S. Sociological psychology. – M.: Moscow psikhologo-social institute; Voronezh: NPO MODEK publishing house, 1999.
- 19 Lazarev, A.A. Family pedagogics: The manual / A. A. Lazarev. – M.: Academy, 2005. – 314 p.
- 20 Makarenko A. S. Lectures about education of children. – M., 1977.
- 21 Mudrik, A. V. Social pedagogics: studies. for students высш. пед. studies. institutions / A. V. Mudrik. 2nd prod., испр. and additional – M.: AcadeMia, 2000. – 182 pages – (Higher education). – ISBN 5-7695-0315-7.
- 22 Nikandrov, N. D. Russia: socialization and education at a turn of the millennia. – M.: Pedagogical society of Russia, 2000. – 304 p. – ISBN 5-93134-102-1.
- 23 Open Encyclopedia Project
- 24 Prokopyeva, M.M., Germogenov, M. D. Bases of family education: monograph./M. M. Prokopyeva – Yakutsk: Bichik publishing house, 2003.
- 25 A family in the center of social population policy//Independent institute of social policy: Sb. – M., 2009. – No. 1. – P. 192.
- 26 Shubovich, M. M. Training of students of higher education institution for social and pedagogical activity with a family / M.M. Shubovich. Ulyanovsk: Publisher Kachalin of A.B., 2010. – 160 pages – ISBN 978-5-904431-45-7.
- 27 Shubovich, M. M. Problems of family education in philosophical and pedagogical heritage I. A. Ilyina / M.M. Shubovich// the Messenger of Ekaterina's Institute 2010. – No. 4 [12]. – P. 23-25. – ISSN 1997-6968.
- 28 Fleyk-Hobson K., etc. Development of the child and his relations with people around / Lane with English – M. 1993.
- 29 Freud A. Childhood psychopathology – M., 2000.
- 30 Forelock, N. V. The reference book for parents. Psychology of the child from And to Ya. M.: Basis, 2007.

Литература

- 1 Андреева, Г.М. Социальная психология: учебник для высших учебных заведений – М., 2000.
- 2 Антонова Л. И., Цветкова Н. А. Роль семейных традиций и ритуалов в представлениях старших школьников о семье // Современные гуманитарные исследования. – № 1. – 2006.
- 3 Бим-Бад Б.М., Гавров С.Н. Семья как социокультурный феномен // Модернизация института семьи: макросоциологический, экономический и антрополого-педагогический анализ: монография. – М.: Интеллектуальная книга, Новый хронограф, 2010. – С. 27–53.

- 4 Выготский, Л.С. Психология развития ребенка: учебное пособие / Л.С. Выготский – М.: Академия, 2006. – 512 с.
- 5 Betty Schramper Azar. Basic English Grammar / Longman, 1996.
- 6 Betty Schramper Azar. Understanding and Using English Grammar / Longman, 1999.
- 7 Williams Brian. Marriages, Families & Intimate Relationships. – Boston, MA: Pearson, 2005. – ISBN 0-205-36674-0.
- 8 Werneck H., Werneck-Rohrer S. Psychologie der Familie. – Wien: WUV, 2000. – 355 S. – ISBN 3-85114-547-X.
- 9 Van de Kaa D.J. Europe's Second Demographic Transition // Population Bulletin, Vol. 42, № 1. Population Reference Bureau, Washington D.C., 1987
- 10 Гуляихин, В. Н. Семья как субъект ранней правовой социализации // ВВ: Вопросы права и политики. – 2013. – №7. – С.56-66.
- 11 Гришанова, О.С. Интерактивные формы взаимодействия семьи и школы, – Волгоград: Издательство «Учитель», 2008.
- 12 Дементьева И.Ф. Негативные факторы воспитания детей в неполной семье // Социология семьи. – №6. – 2001.
- 13 Dianne Swenson. The Day Dad Cried and other stories/ Perfection Learning Corporation, Logan, Iowa, 1984.
- 14 Cambridge Dictionary of American English / Cambridge University Press, 2000.
- 15 Кулик, Л.А. Семейное воспитание: Учебное пособие / Л.А. Кулик – М.: Просвещение, 2003. – 175 с.
- 16 Ковалев, С.В. Психология современной семьи: Учебное пособие / С.В. Ковалев – М.: Просвещение 1999. – 270 с.
- 17 Кон, И.С. Ребенок и общество.– М.: Академия, 2003.– 336 с.– ISBN 5-7695-1420-5.
- 18 Кон, И.С. Социологическая психология. – М.: Московский психолого-социальный институт. – Воронеж: Изд-во НПО «МОДЭК», 1999.
- 19 Лазарев, А.А. Семейная педагогика: учебное пособие / А.А.Лазарев. – М.: Академия 2005. – 314 с.
- 20 Макаренко А. С. Лекции о воспитании детей. Избр. пед. соч. – М., 1977.
- 21 Мудрик, А. В. Социальная педагогика: учеб. для студентов высш. пед. учеб. заведений / А.В. Мудрик. 2-е изд., испр. и доп. – М.: Academia, 2000. – 182 с. – (Высшее образование). – ISBN 5-7695-0315-7.
- 22 Никандров, Н. Д. Россия: социализации и воспитание на рубеже тысячелетий. – М.: Педагогическое общество России, 2000. – 304 с. -ISBN 5-93134-102-1.
- 23 Open Encyclopedia Project
- 24 Прокопьева, М.М., Гермогенова, М.Д. Основы семейного воспитания: монография / М.М. Прокопьева – Якутск: Изд-во «Бичик», 2003.
- 25 Семья в центре социально-демографической политики // Независимый институт социальной политики: Сб. – М., 2009. – № 1. – С. 192.
- 26 Шубович, М. М. Подготовка студентов вуза к социально-педагогической деятельности с семьей / М.М. Шубович. – Ульяновск: Издатель Качалин А.В., 2010. – 160 с. – ISBN 978-5-904431-45-7.
- 27 Шубович, М. М. Проблемы семейного воспитания в философско-педагогическом наследии И.А. Ильина / М.М. Шубович // Вестник Екатеринбургского Института 2010. – № 4 [12]. – С. 23-25. – ISSN 1997-6968.
- 28 Флейк-Хобсон К. и др. Развитие ребенка и его отношений с окружающими / Пер. с англ. – М., 1993.
- 29 Фрейд А. Психопатологии детства – М., 2000.
- 30 Чуб, Н. В. Справочник для родителей. Психология ребенка от А до Я. – М.: Основа, 2007.