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ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ РОЗВИТКУ ГОТОВНОСТІ ЮНАКІВ ДО БАТЬКІВСТВА

***Анотація.** Стаття розкриває особливості засвоєння батьківства юнаками у ціннісно-сміслових значеннях, створення психологічних умов для розвитку усвідомленого та позитивного ставлення до майбутньої соціальної ролі на основі цілеспрямованої планомірної виховної діяльності, а також врахування сензитивності вікових періодів у розвитку психологічної готовності до батьківства. Проаналізовано основні позиції до батьківства як психосоціального феномену.*

Батьківство розглядається як безпосереднє виконання батьківської ролі та в контексті забезпечення умов розвитку дитини. Стверджується, що проблема засвоєння батьківства у ціннісно-сміслових значеннях актуалізується на ранніх етапах особистісного розвитку чоловіків.

У статті підкреслюється, що адаптація до ролі батька – одна з головних сторін особистісного розвитку дорослої людини.

Доведено, що батьківство є важливим кроком у розвитку та самоідентичності чоловіка. Обґрунтовано природу і оптимальні умови для розвитку психологічної зрілості та відповідального ставлення юнаків до батьківства як системи взаємодії майбутнього батька з дітьми, розроблено й апробовано програму опти-

мізації психологічної готовності молоді до батьківства, яка базується на системному підході та складається з чотирьох розділів: формування позитивної «Я-концепції», формування ставлення до батьківства і батьківських ролей, ставлення до себе як до батька та ставлення до майбутньої дитини.

З'ясовано, що механізм психологічної готовності юнаків до батьківства полягає у цілеспрямованому розвитку цього явища як системи ставлення до батька шляхом розробки цілісної системи компонентів психологічної готовності юнаків до батьківства. Формою реалізації програми є психологічний тренінг, орієнтований на людину як метод цілеспрямованих поступальних змін людини шляхом досягнення, аналізу та переоцінки власного життєвого досвіду в груповій взаємодії. Через вплив програми на формування психологічної готовності юнаків до батьківства зростає тенденція до зниження драматичності до батьківства, а також розуміння того, що суворе виховання не завжди є відповідним способом взаємодії з дитиною.

У результаті тренінгових занять спостерігалось підвищення середніх значень критеріїв ефективності програми в експериментальній групі, а в контрольній групі змін не відбулося. Загалом, психологічну готовність до батьківства можна розвинути з використанням програми через формування її психологічних компонентів.

Ключові слова: батьківство; юнацький вік; психологічна готовність до батьківства; система ставлень; чинники розвитку; рівень розвитку; виховна позиція батька; тренінг.

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PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF YOUNG PEOPLE'S READINESS FOR FATHERHOOD

Abstract. *The article reveals the peculiarities of learning paternity by young people in value and semantic meanings, creating psychological conditions for the development of conscious and positive attitude to the future social role on the basis of purposeful planned educational activities, and taking into account the sensitivity of age in the development of psychological readiness. The main positions on parenthood as a psychosocial phenomenon are analyzed.*

Parenthood is seen as the direct fulfillment of the parental role and in the context of ensuring the conditions of the child's development. It is argued that the problem of mastering fatherhood in terms of values and meanings is relevant in the early stages of personal development of men.

The article emphasizes that adaptation to the role of a father is one of the main aspects of an adult's personal development.

It has been proven that fatherhood is an important step in a man's development and self-identity. The nature and optimal conditions for the development of psychological maturity and responsible attitude of young people to parenthood as a system of interaction between parents and children, developed and tested a program to optimize the psychological readiness of young people for parenthood, based on a systematic approach and consists of four sections: "self-concepts", formation of attitude to parenthood and parental roles, attitude to oneself as a father and attitude to the future child.

It was found that the mechanism of psychological readiness of young people for parenthood is the purposeful development of this phenomenon as a system of attitude to the father by developing a holistic system of components of psychological readiness of young people for fatherhood. The form of program implementation is psychological training focused on people as a method of purposeful progressive changes of a person by achieving, analyzing and re-evaluating their own life experience in group interaction. Due to the impact of the program on the formation of psychological readiness of young people for parenthood, there is a growing tendency to reduce irritability to parenthood, as well as the understanding that strict education is not always an appropriate way to interact with the child.

As a result of training sessions, there was an increase in the average values of the criteria of program effectiveness in the experimental group, and in the control group no changes occurred. In general, psy-

chological readiness for parenthood can be developed using the program through the formation of its psychological components.

Key words: *fatherhood; adolescence; psychological readiness for fatherhood; system of attitudes; factors of development; level of development; educational position of father; training.*

Problem statement. The role of the father in the family has deep historical roots, but, despite the importance and long history, it is not enough regulated. The multiplicity of interpretations of the concept of "fatherhood" involves exactly the functions which the father should perform and the influence of paternity to the development of the personality of a child and of the father himself, specifying the principles of this phenomenon. Fatherhood as a psychosocial phenomenon (Manerov, 2003) considers two main positions: parenthood as a manifestation of personal and semantic scope and male paternity as the provision of the conditions for child development, considering a plan that depends on who is the starting point of the study – father or child.

The first approach considers parental role performance in the light of the personality of the father. It examines personal fulfillment in fatherhood, the concepts of "social role," "status," "social norms," "stereotypes" are introduced and the phenomenon of parents 'instinct' (maternal and paternal), feelings, self-images, self-concept and other personal characteristics that are somehow related or vary with parenthood are investigated.

The second approach is the most widespread and considers paternity in the context of child development. Fatherhood as the provision of the conditions for child development is investigated within the movement, which emphasizes the significant influence of parents on child development (Spivakovskaya, 1999) says that the educational position of the father in his formation is slightly behind the position of the mother as father begins to feel more commitment to the children when they have already grown up.

The psychology of fatherhood remains one of the most complex and little developed areas of psychological science. In this regard, there is a need for theoretical analysis and organization of special studies aimed at understanding of this phenomenon and its impact on the development of personality in general. Under the term "fatherhood" here and after, we

mean a person of male sex in the family as a father for a child and a husband for a wife.

Especially the problem of assimilation of fatherhood in value-semantic meanings actualizes in earlier stages of personal development of men. The adolescence is considered one of the most favorable age for the development of the readiness for paternity, as this period is characterized by the formation of value sphere, the orientation of the personality for the future, its desire of self-determination in life and creating the intimate personal relationship with the opposite sex.

A number of authors view parenthood as an important condition for the development of the child and the personality of the father. According to researches the father affects the sex-role identity of the child (Z. Freud, N. Levald, S. Barth, etc.), its intellectual development, interest in learning (V. Ftenakis, R. Byrne, B. Kochubey) assimilation of moral norms (O. Chirkov), emotional and personal scope of the child (E. Smirnova) and its traits (E. Illin, A. Biller, Z. Mateychek). The transition to fatherhood involves overcoming personal crisis of man connected with the problem of self-understanding as a father (Fromm, 1991; Erikson, 2000; Manerov, 2003).

However, there are no studies that would have demonstrated interrelation between the level of mature attitude to parenting and the development of psychological readiness to fatherhood, parental attitudes and anticipated future relationship with the child. At present the question about the nature and structure of fatherhood, the leading factors that influence the development of this phenomenon remains actual.

Analysis. In the context of our study we are interested in the problem of fatherhood as manifestation of personal-semantic sphere of man. Formation of parental behavior, adaptation to the role of the father – are one of the main aspects of personal development of adult.

E. Jerikson, considering the formation of the human personality throughout its life, said that in adulthood the performance of parental function is one of the most important areas of personal development. Productivity, generative of adult to help children in their establishment, counteract the inactivity, stagnation and personal degradation in adulthood (Erikson, 2000).

I. Malkina-Pyh states that personal crisis of men that is connected with the transition to fatherhood can be solved by complete adaptation to the role of the father what becomes a powerful stimulus for the deve-

lopment of life and strengthens family relationships. The crisis could drag and disappear only after the birth of her second child, or sometimes grandchildren. But it is also possible that the role of father will never be accepted inside man. An important condition for a positive solution of this crisis is to have a real separation of man from his paternal family (Malkina-Pykh, 2004).

R. Khavula emphasizes that the establishment of paternity – is intimate, personal process that can be difficult or even broken. Among the many factors that complicate this process – are psychic or physical illness of parents, motivational, cognitive, behavioral unwillingness to exercise parental roles, personal traits, violation of family communication, the priority of other things, such as career, sexual values over parental and so on (Khavula, 2014).

R. Khavula considering fatherhood as husband socialization stage in the socio-cultural aspects, points out that a lot of things depend on how this role is adopted by man. This is a personal decision, the internalization of the role of the father by specific man. The interiorized role is a component of self-consciousness related to a particular aspect of life. The successful functioning as a parent can not be without its internalization, which, in turn, "embeds" the fatherhood into self-identity of man, his "self-concept" and "self-images". The aspect of relations is associated with the assessment of the child, self-esteem as a husband and as a father and his performance of social roles, forming a "self-image". Thus "real me" and "social me" is formed by comparing personal behavior according to the requirements of society. "Perfect I" is also formed by the influence of society, education and ideas about how to behave in different situations (Khavula, 2014).

E. Zakharova considers it possible to talk about the appearance of the internal position of the father as an indicator of a person taking its parenting roles and appropriate parental relations system. First of all, it's relation with a child, in which an adult takes the responsibility for its well-being. In case of rejection of the parental position appears negative attitude towards the role of father and child. Secondly, it is his attitude to himself as to the father. This refers to the assimilation of a new identity. The difficulty of accepting himself as a father leads to distortion of the child-father interaction and complication of his relations with the loved ones. Third, the appearance of the child assumes the reconstruction of family attitudes in which the husband should take a particular place. Fi-

nally, internal acception of fatherhood involves the reconstruction of relationships with a broad social environment. The adoption of this system of attitudes indicates the emergence of the adulthood – the internal position of the father, turning it into a personal-semantic field of the man (Zakharova, 2003).

Thus, fatherhood is an important step in the development and self-identity of the man.

The purpose of our study is to justify the nature and optimal conditions for the development of psychological maturity and boys' responsible attitude to fatherhood as a system of interaction of the future father with his children, to develop and test the program of optimizing the youth psychological readiness to fatherhood.

Statement. Because of importance of the fatherhood in the development of the child and of the parent, on the one hand, and underdevelopment of psychological programs of psychological readiness boys to fatherhood, on the other hand, there was a need for creation a program of psychological readiness boys to fatherhood.

The program of psychological readiness of boys to fatherhood is based on the principle of a systematic approach that considers the internal and external functioning and development of any psychological phenomenon of subordination and coordination of a large, common system, part of which it is.

The main object of the proposed program is to develop components of psychological readiness for parenthood. Realization of this goal is possible in parallel with the development of positive "self-concept".

The program of psychological readiness of boys to fatherhood consists of four sections: the formation of positive "self-concept", the formation of attitudes to paternity and parental roles, attitudes to themselves as parents and attitudes to the unborn child.

During our work at psychological and educational development programs of psychological readiness of boys to fatherhood we considered several principles of psychocorrection proposed by (Osipova, 2000).

According to the principle of unity diagnosis and correction, the correction and developmental work was executed on the basis of the diagnosis of the level of formation of boys' psychological readiness to fatherhood. Each unit of experimental program includes exercises to develop an integrated system of psychological readiness of boys to father-

hood (the attitude to fatherhood in general, the attitude to paternal role, man's attitude to himself as a father and his attitude to the child).

According to the principle of consistency of corrective, preventive and developmental problems in the application of psycho-educational program we resolved three tasks:

- corrective tasks – it is correction of components (in relation to fatherhood in general, in the attitude to paternal role, man's attitude to himself as a father and his attitude to the child) of the psychological readiness to fatherhood as the attitude system of the father;
- developmental tasks – it is development of social sensory, the formation of trust, responsibility, developing of competence and skills of self-analysis;
- preventative tasks – the development of appropriate ways self-expression, the enhance of youths self-esteem, the increase of knowledge about fatherhood and child development.

In preparing the experimental program, we relied on the activity principle of psycho-correction, which defined the tactics of correctional work, as well as ways and means of achieving the determined tasks.

The principle that incorporates age psychology and individual peculiarities of clients corresponds to the requirements of psychological, personal and regular development of the client, on the one hand, and the recognition of the undeniable fact of uniqueness and originality of a particular way of development of each individual.

According to the principle of complex methods of psychological influence, we used the variety of methods and techniques in the arsenal of Applied Psychology.

The program is also based on the principles and patterns of social and psychological training, which were examined in Soviet psychology by (Spivakovskaya, 1999) and others.

The mechanism of psychological readiness boys to fatherhood is the purposeful increase of this phenomenon as the father attitudes system by developing an integrated system of components of psychological readiness boys to fatherhood (the attitude to fatherhood in general, the attitude to paternal role, man's attitude to himself as a father and his attitude to the child).

The form of realization of this program is psychological training oriented at the person as a method of purposeful progressive changes of human by attainment, analysis and re-evaluation of its own life experiences in the group interaction (Andrunevchyn, 2020). O. Evtihov call the form of the training "the core of educational experience", and in some cases – "the only successful method of learning and changing the man" (Evtikhov, 2003).

Quantitative and qualitative characteristics of groups: optimal is a group of 12–17 people. Age of participants is from 17 to 25 years, it is desirable that in one group difference in age of participants is less than three years. In our study, the age characteristics of the group are approached on their psychological characteristics of psychological readiness of boys to fatherhood (Khavula, 2014).

As the objective criteria of efficiency of the program were adopted the integral indicators of psychological readiness boys to fatherhood – the attitude to the future child (the orientation to optimal emotional contact with the future child, the lack of emotional distance and excessive concentration on the future child) personal attitude to itself as a future father (the imagery of himself as a careful, understanding father, capable to cooperation, compassion, which has authority and respect, is independent and successful), attitudes towards parental role (taking the role of father, assurance in educatve function of the father, the readiness of young people to be engaged in a process of upbringing, the acceptance of the responsibility for their future family), attitudes towards fatherhood in general (the combination of polar properties: independence of thought and conformal trends, activity and passivity, the ability to be flexible in relation to the child).

In addition, we analyzed the effectiveness of the program by using the questionnaire. The young men answered the following questions:

1. Do you think there has been a change in your attitude towards yourself?
2. How did your attitude change towards the future fatherhood?
3. Did you get the expected result after participating in the training?
4. Did something unexpected happen to you as a result of participation in the training?
5. Remember what did you feel before your participation in the training and what do you feel now?

6. What do you think you need to change, add or remove to increase the effectiveness of training sessions?

The analysis of the differences between the parameters of psychological readiness to fatherhood before and after the influence showed that positive reliable changes occurred in the experimental group according to all components of psychological readiness boys to fatherhood.

Most sensitive to the developmental impact of the training was a component of "the attitudes towards parental role". As a result of the program there was a decrease in such parameters as the limited interests of father by the bounds the family, a sense of self-sacrifice in the role of father, dissatisfaction with the role of host, indifference of the father to a child, the dominance of the father; over-authority of the father, family conflicts. The rate of "man's confidence in his father's educational function" was increased. The increase of the average values of the scales is determined by the increase of knowledge about the impact of paternity to young man as a father. Participation in the training helped young people to imagine themselves in the role of father, understand the responsibility of parents for the upbringing of children. We assume that the process of the internalization of parental roles started successfully, and it began to "embed" in the consciousness of the individual, its "self-concept" and "self-image": "... I found it hard to imagine myself in the role of father... I think that I got the role of an imaginary father ..." "...I've never thought before that a child without a father loses so much ..." "... I liked to take part in the training because for the first time I seriously thought that one day I would have children and have to raise them somehow ..."

The component of "the attitude to the child" has also changed. Among boys there was a decrease of parameters such as the suppression of child freedom; the excessive severity to the child, excessive care, irritability, aggression and suppression of child sexuality, the avoidance of contact with the child, the desire to accelerate the development of the child, excessive interference in her internal world. The indicators of verbalization, encouraging of verbal manifestations of the child, the desire for child safety and child development activities have significantly increased.

In our opinion, the increase of the average values of the scales is determined by the increase of knowledge about the interaction between young parents and children, the growth of the degree of understanding

the needs of children, the importance of the personality of father to the child, as well as a reduction of "fear" to the possibility of becoming a father. In answering the questionnaire some boys pointed out that if in the past the prospect of becoming a father and child upbringing was associated primarily with negative emotions for them, after the training sessions they look at the process of raising children in a new way: "... now I know how to communicate with children and don't hurt them ...", "... my parents always talk to me from the perspective of an adult, so I'll try not to do that ...", "... first I thought that only mother should bring up children and I should earn money and then everything will be fine ... but now I want to have enough time to take care of my child too ..." and so on.

In the component of "the boy's attitude to himself as to the future father" there were four parameters that were sensitive to the developmental impact of the program. The average values for such characteristics as: conventionally collaborating real father, responsibly generous real father, imperiously leading real father and independently dominating real father increased.

The increase of the average values is determined to the formation of scales in the youth image of flexible father, ready to demonstrate the democracy in the relationship with the child. Young people in the future would like to combine organizational skills, leadership trends and kindness, understanding, ability to be in harmony with the child. For example, when performing exercises "If I were a father ...", aimed at immersion in the role of the father, updating an idea of the perfect father, the participants expressed the following comments: "... If I were the father, I would like to show a good example for my child ...", "If I were a parent, I would allow my children to engage their favorite things as much as they want ...", "If I were the father, I would try to have a good relationship with my child ..."

The component of "the attitudes towards fatherhood in general" was the least sensitive to the developmental impact of the program. There was the increase of average values for two parameters: conventionally working ideal father and responsibly generous ideal father.

We believe that the increase in the average values of the scales was determined by the formation of the youth idea about a perfect father as a responsible, thoughtful person who wants to communicate with the child "as equals", considering child's desire and mood. During the second

Table 1. The results of psychological readiness of boys to fatherhood in the control and experimental groups before and after the experiment

The components of readiness to fatherhood	Control group		Experimental group		Authenticity p=1,64 p≤0,05
	Before the experiment	After the experiment	Before the experiment	After the experiment	
The attitude to future child	36	38	36	88	3,09
The attitude to parental role	80	60	80	96	1,32
The attitude to yourself as to the future father	48	50	56	72	3,01
The attitude to the fatherhood in general	24	27	24	60	3,45

questionnaires the boys often noted the following characteristics of the "ideal father" as "attentive", "affectionate", "friendly", "good-hearted", "optimistic", "responsive to requests for help", "inspiring confidence", "likes to take care for others", "generous and tolerant to disadvantages", "cares about others even to his own detriment".

Figure 1 shows the results of the control and experimental groups before and after the experiment: 1 – the attitude to the child; 2 – the attitude to yourself as to the future father; 3 – the attitude to parental role; 4 – the attitude to fatherhood in general.

In analyzing the differences for each age group separately (17–19, 20–22, 23–25 years), we found a number of interesting facts.

Young men of 23–25 years old were the most sensitive to the developmental impact of training and young men of 17–19 years old were the least sensitive. In the analysis of experimental data, we found that in the presence of common trends, there are differences in the degree of "positive" ("negative") expression.

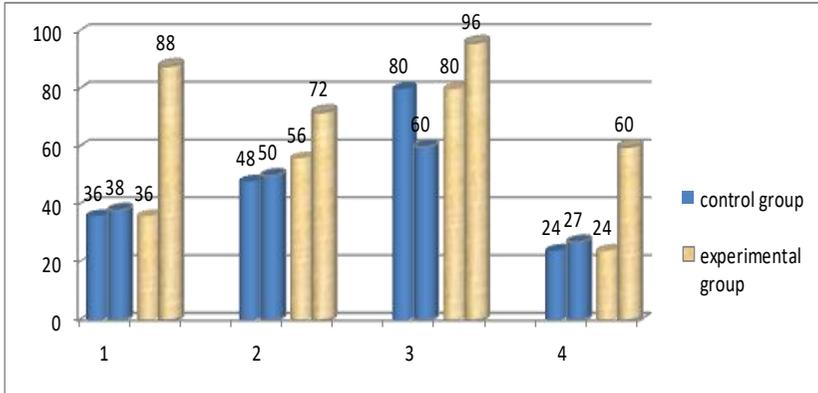


Figure 1. The results of the control and experimental groups before and after the experiment (Khavula, 2014)

In the analysis of the experimental results we compared the indicators of the experimental influence "before" and "after" in each age group separately (17–19, 20–22, 23–25 years), while this analysis there were some changes in the direction of increase (decrease) in each age group.

In the component of "the attitude to the child", we found that the number of positive developments of the parameter of "verbalization and encouraging the verbal manifestations of the child" in the youngest age group (17–19 years) amounts to 9, in the middle age group (20–22 years) – it is 12, and in the older age group (23–25 years) – it is 13. This result indicates that there is a general tendency to consider the views of the child, the ability of children to participate in solving family problems, to express their opinion. The number of positive changes increases as you move from youngest group to the middle age group and from middle group to senior groups, indicating the growth of the program's developing impact of the formation of psychological readiness boys to fatherhood.

The same trend is observed for the parameter of "the development of child activity" – there were 11 improvements in the youngest age group, 13 points in the middle age group 14 points in the senior group. The desire to teach children not to waste their free time, to deal with it properly increases as you move from the youngest age group to the middle age group and from the middle group to older age group.

The parameter of "the suppression of child freedom" tends to increase the negative changes in the transition from the youngest age group to the middle age group and from middle group to older age group (9 points in the youngest age group, 10 points in the middle age group and 12 points in older age group). This indicates about the general trend to consider the needs of the child, to avoid the excessive worries that suppress the freedom of the child, which also confirms the growth of the program's developing impact on the formation of psychological readiness of boys to fatherhood.

The same trend was observed for the following parameters: "irritable, temper father" (8 points in the youngest age group, 10 points in the middle age group and 13 points in older age group), "excessive austerity to the child" (9 points in the youngest age group, 11 points in the middle age group and 14 points in older age group). This suggests that due to the impact of the program on the formation of psychological readiness of boys to fatherhood grows the tendency to decrease irritability towards parenting, and also understanding that strict upbringing is not always the appropriate way of interacting with the child.

In our study, in the component of "the attitudes towards parental role" the amount of the positive changes of the parameter of "the confidence of father in his educational function" in the youngest age group (17–19 years) is 10 points, in the middle age group (20–22 years) is 12 points and in older age group (23–25 years) is 15 points. This means that due to the program's developing impact on the formation of psychological readiness of boys to fatherhood grows boys understanding of the role of the father in a child's upbringing, and this understanding increases as you move from the youngest age group to the middle age group and from middle group to older age groups.

Number of negative changes in parameters of "the limited interest of father by the bounds of the family" (8 points in the youngest age group, 9 points in the middle age group and 13 points in older age group), "the sense of self-sacrifice in the role of father" (10 points in the youngest age group, 12 points in the middle age group and 14 points in older age group), "the indifference of father to a child" (9 points in the youngest age group, 12 points in the middle age group, 14 points in older age group) also indicates the general trends in different age groups as well as the growth of the program's developing impact on the formation of psychological readiness of boys to fatherhood during the transition from the

youngest age group to the middle age group and from middle group to older age groups.

In component of "the boy's attitude to himself as to the future father" the amount of positive changes in the parameter of "the imperiously leading real father" (10 points in the youngest age group, 12 points in the middle age group and 14 points in older age group) and "the responsibly-hearted real father" (12 points in the youngest age group, 14 points in the middle age group and 15 points in older age group) exceeds the number of negative and zero changes. This means that as a result of the program's developing impact on the formation of psychological readiness of boys to fatherhood young boys see themselves more responsible, kind, empathetic parents though they can insist on their own way, use their respect and have the authority among their children, and these changes increases as you move from the youngest age group to the middle age group and from the middle group to older age group.

These results are conformed with the theoretical concepts of the development of personality in adolescence.

The logic of personal development in adolescence and the task facing the young people, suggest that the questions connected with the formation of "self-concept" and "self-acceptance" are the most actual at the age of 17–19 years. In this regard, boys were more "sensitive" to the first block of the program "The development of positive self-concept". They showed more interest in the tasks of this unit, which is reflected in the responses to the questionnaire: "... I wish there were more exercises that will help you to understand yourself ...", "... I think I became more confident ...", "... I was curious to know what other people think about me ..."

At the age of 23–25 years mainly the formation of "self-concept" is over, the issues connected with the choice of a life partner, a family, the emergence of the need of children become more actual. Therefore, the program of the development of psychological readiness of boys to fatherhood is more efficient at the age of 23–25 years.

Marriage and psychological readiness for parenthood implies the awareness of your own experience of "self-concept" and the concept of another person. This experience gives the ability to be tolerant, and build your behavior at least on the basis of minimum experience. In addition, social maturity helps a young man to prepare to parenthood mentally. Psychological readiness to fatherhood in youth is associated with ade-

quate expectations, adequate assessment of external challenges with optimism, with the "I give, I can" position of man, the creation of material and cultural values for future family and future child. The presence of such position, according to E. Fromm is considered as a necessary component of the ability to love. For future father necessary the ability to love, to sacrifice and give, and the desire to take care of the baby are necessary (Khavula, 2014).

As a result of training sessions there was the increase of the average values in the criteria of the program's efficiency in the experimental group, but in the control group there were no changes. Thus, psychological readiness to fatherhood can be developed with the use of the program through the formation of its psychological components.

To prove the efficiency of the program we made the analysis using the questionnaire. Young men with low levels of psychological readiness to fatherhood assessed the effects of training sessions as follows:

The first question was: Do you think there has been a change in your attitude towards yourself?

85% of respondents gave a positive response and 15% didn't decide.

The second question was: How has your attitude towards the future fatherhood changed?

91% of respondents indicated that they began to think about the issue of their future fatherhood, 5% of respondents have analyzed the system of attitude to their father and his role in their lives in general, and 4% of respondents don't imagine themselves as future parents yet.

The third question was: Did you get the expected result after participating in training?

We received positive response from 87% of the training group, 13% participants responded vaguely ("I did not understand whether I had changed", "as I still have no children, I don't know whether I have changed", etc.).

The fourth question was: Do something unexpected happened to you as a result of participation in training?

89% of participants indicated that in general they discovered the complexity of the structure of parents attitude to their function, 11% of respondents imagined a different interaction of parent and child in the family.

The fifth question was: Remember what did you feel before your participation in the training and what do you feel now?

The majority of participants (92%) indicated that they generally didn't think of themselves as a future fathers. They didn't even have such problem. But during and after the training they had the feeling that "it's not so simple", and that the functions of father in the family are not only connected with "control and punishment", 8% of respondents indicated that they just wanted to acquire new knowledge.

The sixth question was: What do you think should be changed, added or removed to increase the efficiency of training sessions? 11% of participants would be willing to experience the practice in orphanages and kindergartens in order to approach the child directly and interact with it, 37% of respondents would like to add a practical aspect to the training sessions (solution of problem situations intellectual tasks, role plays, etc.). 52% of participants consider the program rather effective.

Boys with the middle-psychological readiness to fatherhood assessed the effects of training sessions as follows:

To the question: Do you think there has been a change in your attitude towards yourself? 87% of respondents said they understood their future social role and its importance for building the family relationships and their place in interaction with the future child, 10% of participants didn't decide but indicate that they found out a lot of interesting information, and there were 3% of respondents who couldn't decide whether any changes have happened to them.

To the question: How has your attitude changed towards the future fatherhood? 80% of participants indicated that they really changed their attitude to parenting in general, saw their own father in a new aspect and began to plan their future interactions with family members, 15% of respondents have discovered a variety of father's functions in the family, they also analyzed the system of attitudes of their father and his role in their lives in general, 5% of participants admitted that they did not plan to get married but at the same time they consider themselves responsible for future children.

To the question: Did you get the expected result after participating in training? We received the positive response from 83% of the training group, 10% of participants indicated that they had little time for meaningful change in the attitude to the problem of future fatherhood, 7% of participants answered vaguely.

To the question: Did something unexpected happen to you as a result of participation in training? 73% of participants indicated that generally discovered such psychological problem as parenting, before this time they represented their interactions with future child more easily, and imagine a child as something "emotionally engaging" and as an "interesting toy", 18% of respondents imagined different interaction of father and child in the family, 9% of participants indicated that now they would look at children "with new eyes."

To the question: Remember what did you feel before your participation in the training and what do you feel now? 63% of participants indicated that they participated in an experiment to test themselves, 29% – to be sure that they understand the issue of paternity, 8% of participants are planning their future and see themselves as future fathers and are satisfied that they participated in the training.

To the question: What do you think should be changed, added or removed to increase the efficiency of training sessions? 24% of participants said that they would be willing to work in a permanent seminar on the problems of fatherhood, 47% of respondents would like to have greater access to literature on parenting and 29% of participants believe the in the efficiency of the program.

Thus, the differences found between boys with different levels of psychological readiness to fatherhood allow us to conclude the impact of purposeful activity on the development of personal characteristics in general, and the development of psychological readiness of boys to fatherhood apart.

At the end of the training sessions, checking the effectiveness of the program of the development of psychological components of readiness to fatherhood and analyzing the results of the training, we made some recommendations to improve the effectiveness of training to develop the components of psychological readiness of boys to fatherhood:

1. It is recommended to conduct training sessions in groups of youths whose age difference does not exceed three years, as in this case, participants have the similar problem.

2. It is necessary to strengthen the impact on development of the component of "attitudes towards fatherhood in general", as a result of the training sessions the criteria of program efficiency showed that the slightest changes were found in the formation of this component.

The next stage of our research is the conduction of factorization for each level of psychological readiness to fatherhood separately.

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