

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МІЖНАРОДНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ**



**МАТЕРІАЛИ
МІЖНАРОДНОЇ
НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ**

**ПСИХОЛОГІЯ ЖИТТЄВОГО ПРОСТОРУ
ОСОБИСТОСТІ В СУЧАСНИХ УМОВАХ
КРИЗИ, ГЛОБАЛІЗАЦІЇ ТА ЦИФРОВОЇ
ТРАНСФОРМАЦІЇ СУСПІЛЬНОГО ЖИТТЯ**

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Факультет лінгвістики та перекладу
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PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS' READINESS FOR FAMILY LIFE

The relevance of the research topic "Psychological characteristics of students' readiness for family life" lies in the fact that values and social ideas about the role of the family in society are changing. In recent years, there has been a decrease in the number of marriages and an increase in the number of divorces, as well as a change in social roles in the family. In this regard, it is becoming increasingly important to study the psychological readiness of students for family life, because this is an important stage in the life of every person [1].

The topic of psychological readiness for family life has been studied by many scientists and psychologists. Among them, such researchers as John Bowlby, E. Erikson, R. Haviger, V. Mitchell, M. Birkett, L. Belyk, A. Ivanova and many others can be singled out. Each of these researchers contributed to the study of this topic by highlighting various aspects of psychological readiness for family life and identifying factors that influence the formation of such readiness. The purpose of this work is to study the psychological readiness of students for family life. In particular, it is necessary to determine the level of readiness of students to create a family and parenthood, as well as to analyze the factors that influence the formation of readiness for family life.

In modern psychological science, there are several theoretical approaches to studying the peculiarities of students' readiness for family life. One of them is E. Erikson's theory of psychosocial development, which states that students are in a phase of development when they form their identity and determine their values, which can affect their readiness to start a family. Another approach is interaction theory, which

focuses on the interaction between an individual and his environment, particularly with a relationship partner. This approach believes that successful relationships are based on the ability to interact and understand each other. The third approach is the theory of social psychology, which studies the influence of the social context on personality formation. This approach believes that students form their readiness for family life under the influence of the social environment in which they find themselves, such as family, friends, cultural and social norms.

There are also other approaches, for example, the theory of the social construction of reality and the theory of interaction between people and the environment. Each of these approaches allows consideration of readiness students to family life from different angles and focus on different aspects of this process [2, p. 60-63].

The social and cultural environment has a great influence on students' readiness for family life. Family, friends, religious and cultural traditions, as well as social norms and stereotypes can influence students' ideas about what family life is, what roles a man and a woman should fulfill in the family, what values should be prioritized, etc. Student age is a period of intensive development, when individuality is formed, self-identification, interpersonal relationships and personal values are established. Students are a target group studied in psychological research because they experience a number of special challenges and important life transitions that may affect their readiness for family life [3].

Readiness for family life can be influenced by various psychological characteristics of students. For example, students who have a stable identity and well-defined values may be more ready to start a family because they have a clearer idea of what they want from life. On the other hand, students who are in search of identity and have not yet decided on their life goals, may be less ready to start a family.

The presence of stereotypes can also affect readiness for family life. For example, if a student has an idea that a man should be the main breadwinner and a woman should be responsible for taking care of children and household chores, this

may affect his willingness to start a family with someone who does not fit these stereotypes .

Stress and depression can also affect readiness for family life. If a student is experiencing depression or constant stress, it may be more difficult for him to focus on creating and maintaining healthy family relationships. So, we can say that the psychological characteristics of students can affect their readiness for family life. It is important to understand that each person is unique and has his own characteristics that can affect his readiness to start a family.

In addition, it is important to remember that readiness for family life is a dynamic concept that can change over time and depending on different life circumstances. Therefore, in order to maintain readiness for family life, students must also be given the opportunity to develop self-knowledge and self-development, support them in forming healthy relationships, and provide opportunities for receiving psychological support [3, p 68-74].

It was found that factors such as personal characteristics, style of interaction with people, experience of interaction in the family and socio-cultural environment can influence readiness of students to family life. It was also found that students with high readiness for family life have certain characteristics, such as greater emotional stability, higher level of social competence, greater responsibility, willingness to compromise and cooperation.

Therefore, it is important to take into account the psychological aspects of students' readiness for family life and ensure their preparation for the formation of family relationships, which will contribute to the creation of healthy and strong families. Research indicates the need to develop programs that will contribute to the formation of students' social and emotional competence, their readiness for cooperation and compromises, as well as to increase the level of awareness about creating healthy and strong families.

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