

ГЕНЕЗА ПЕДАГОГІЧНОЇ ДУМКИ ТА ОСВІТНІ СИСТЕМИ ЗА РУБЕЖЕМ

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PREPARING SCHOOLCHILDREN FOR FAMILY LIFE IN EUROPE: THEORY AND PRACTICE

The article analyzes the foreign experience of preparing pupils for family life. The emphasis is on three of its components - pre-marital training, sexual education and the formation of conscious paternity. Particular attention is paid to the analysis of each of these components in the leading countries of the Europe - Great Britain, France, Germany, Sweden, etc. The importance of sexual revolution in changing the approaches to solving the problems of sexual education in educational institutions is emphasized. It should be noted that sexual education in the vast majority of analyzed educational systems (Great Britain, Germany, France, etc.) is conducted in secondary schools through developed state or regional programs. The article notes that traditionally sexual education in European countries focuses on potential sexual risks, although youth, including the student should know about sexuality not only in terms of risks but also in terms of its potential in order to develop a positive and responsible attitude in this field. Managed to identify the following main types of future family man preparation, and the conclusion is drawn on the absence of a unified, uniform model of youth training for married life in Europe.

Keywords: pre-school preparation, sexual education, parenting, sex, sexuality, marriage, family.

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ПІДГОТОВКА ШКОЛЯРІВ ДО СІМЕЙНОГО ЖИТТЯ В КРАЇНАХ ЄВРОПИ: ТЕОРІЯ І ПРАКТИКА

Розглядається зарубіжний досвід підготовки учнівської молоді до сімейного життя. Акцент зроблено на трьох її основних компонентах: дошлюбній підготовці, статевого вихованні, формуванні усвідомленого батьківства. Особлива увага приділена аналізу кожного з цих компонентів в провідних країнах Європи – Великій Британії, Франції, Німеччині, Швеції й ін. Наголошується на важливості сексуальної революції у зміні підходів до вирішення проблем сексуального виховання у навчальних закладах.

Проведено аналіз основних змін системи сімейних цінностей у багатьох європейських країнах, зокрема: легалізовані одностатеве кохання і гомосексуальна сім'я, відбулося статево знеособлення дитини, в деяких країнах з'явилася третя, невизначена, стать, йдеться про можливість легалізації інцесту і післяпологового аборту тощо. Відзначено, що в переважній більшості європейських педагогічних систем дошлюбна підготовка проводиться у загальноосвітніх закладах через розроблені державні або регіональні програми. Вказані основні змістові аспекти дошлюбної підготовки школярів, зокрема правовий, морально-етичний, господарсько-господарський, психологічний тощо. Разом з тим

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зазначено, що жодна зарубіжна навчальна програма з підготовки до сімейного життя не є загальнообов'язковою. Усі вони пропонуються на вибір серед інших шкільних предметів.

Детально аналізуються змістові та організаційні риси окремих європейських моделей статевого виховання та сексуальної освіти (Німеччина, Нідерланди, Швеція, Данія тощо). Особливий акцент зроблено на «Стандартах інформації про сексуальне життя», розроблених ВООЗ. На відміну від України, більшість урядів країн Європи позитивно вирішують цю проблему, хоч у різних культурах спостерігаються різні акценти, неоднаковий зміст і тривалість програм сексуальної освіти. Особливий наголос робиться на французькому досвіді організації в колежах і ліцеях трьох сесій сексуальної освіти, які, зосереджуючись не лише на біологічних знаннях, а й на психологічних, емоційних, соціальних, культурних та етичних вимірах сексуальності, пов'язують і доповнюють різні уроки, що викладаються в класі, інтегрують всі знання в кожній годині. Виокремлено ключову проблему в розробці змісту статевого виховання продовжує залишатися, передовсім, визначення співвідношення вивчення питань сексуальності та ідеї навчання утриманню від дошлюбних статевого контактів.

Відзначено, що традиційно статево виховання в європейських країнах фокусується на потенційних сексуальних ризиках – таких, як незаплановані вагітності та захворювання, що передаються статевим шляхом, тоді як молодь, в т. ч. учнівська, повинна знати про сексуальність не лише з точки зору ризиків, а й з точки зору її потенціалу, щоб розвинути позитивне і відповідальне ставлення в цій сфері. Вказано, що, на жаль, в курс «Сексуальна освіта» більшості країн практично не входить інформація про побудову здорового шлюбу і міцної сім'ї.

При розгляді третьої складової підготовки до сімейного життя – формуванні усвідомленого батьківства основна увага приділена аналізу шкільних програм в європейських країнах. Відзначено, що на відміну від програм кінця ХХ ст., які були ідеалізованими і стереотипізованими, нині вони є реалістичнішими, більше відповідають вимогам часу. Цікавим з практичної точки зору є досвід Німеччини, де при опануванні програми «Час на роздуми про дітей» школярам пропонується правдоподібний «імітатор немовляти», який запрограмований на цілодобовий догляд і дає можливість учням прожити близькі до реальності будні, як зі справжньою дитиною.

Визначені основні типи підготовки майбутнього сім'янина. Зроблено висновок про відсутність в Європі єдиної уніфікованої моделі підготовки молоді до подружнього життя.

Ключові слова: дошлюбна підготовка, статево виховання, батьківство, стать, сексуальність, шлюб, сім'я.

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ПОДГОТОВКА ШКОЛЬНИКОВ К СЕМЕЙНОЙ ЖИЗНИ В СТРАНАХ ЕВРОПЫ: ТЕОРИЯ И ПРАКТИКА

Анализируется зарубежный опыт подготовки школьников к семейной жизни. Акцент делается на трех ее составляющих: добрачная подготовка, половое воспитание и формирование сознательного отцовства. Особое внимание уделяется анализу каждого из этих компонентов в ведущих странах Европы – Великобритании, Франции, Германии, Швеции и др. Подчеркивается важность сексуальной революции в изменении подходов к решению проблем полового воспитания в образовательных учреждениях. Отмечено, что половое воспитание в подавляющем большинстве анализируемых образовательных систем (Великобритания, Германия, Франция и т. д.) проводится в общеобразовательных школах при реализации государственных или региональных программ. Указано, что традиционно сексуальное образование в европейских странах ориентировано на потенциальные сексуальные риски, хотя молодежь, в том числе учащаяся, должна знать о сексуальности не только с точки зрения риска, но и с точки зрения ее потенциала, чтобы развить позитивное и ответственное отношение в этой области. Выделены основные типы подготовки будущего семьянина. Сделан вывод об отсутствии единой модели подготовки молодежи к семейной жизни в Европе.

Ключевые слова: добрачная подготовка, половое воспитание, родительство, пол, сексуальность, брак, семья.

The twentieth century, in many of its characteristics, can be called a confused age. This is the age of revolutions, wars, social upheavals, scientific inventions, informatization, and so on. By the end of the twentieth century, significant changes took place on the geographical and political world map.

A united Germany was created, the Soviet Union, Czechoslovakia and Yugoslavia collapsed, resulting in more than 20 new independent states appearing on the European map, expanding the European Union and NATO. Society started its next phase of post-industrial development – informational. Computers, mobile phones, the Internet, social networks, etc. appeared.

This is the period of the most serious tests for the institute of marriage. In the world, there is a global process of changing and breaking of the traditional system of relations between the genders. Relations between men and women in all the spheres of social and personal life are becoming more democratic and equal, and stereotypes of masculinity and femininity are less polar than before. The feminist movement, the decrease in the birth rate, the liberalization of sexual morals, the reduction of the controlling role of the family, the reduction of the role of religious prohibitions, the reduction of fear of unwanted pregnancy and sexually transmitted diseases contributed to the intensification of female sexual activity, the emancipation of female sexuality.

As a result of the sexual revolution of the 1960-1970s, the standards of sexual morality gradually changed in society, the social control of pre-marital behavior of young people gradually changed, giving young people the opportunity to independently determine the appropriateness of entering into sexual relations etc. Educated young people did not perceive the existing values that their parents followed, which influenced the perception of the traditional model of interpersonal relationships. The old morality, which reduced sexual relations to marriage, was viewed by many liberally-minded Americans and Europeans not only as obsolete but also untrue. The propaganda of the values of the “sexual revolution” has led to the separation of youth from the traditional wisdom and culture of humanity, from the experience of adults, enabling them to learn from their own bitter experience, pain and mistakes. This was accompanied by a worldwide AIDS problem.

Today, in Europe and in the whole world, there is a clear shift in the system of human values:

- there is a legalization of same-sex love, propagation of same-sex families, that is, a homosexual family in the world is normal, and the traditional family where mother and dad are - is a relic of the past;

- with the separation of sexuality and reproduction, justification and normalization of non-reproductive sexuality (masturbation, oral sex, other sexual techniques that do not lead to fertilization) took place;

- the gender impersonation of a child, or the so-called “eradication of gender stereotypes”. In many, above all European countries, along with traditional male and female, a third, an indefinite gender, appears;

- the possibility of adoption of children by same-sex married couples: more often abroad there are children’s fairy tales about the boy and his dad, who has a close friend who then becomes his second father or a princess who throws away all the admirers and eventually she lives with her girlfriend;

- many young people become participants in the child-free movement (child-free - free from children);

- leaflets of the German Ministry for Family Affairs call on parents to do a sexual massage for children aged from 1 to 3 years;

- another creation of this federal center is a book with songs for children from 4 years old, which has texts that stimulate masturbation;

- immediately after legalizing the adoption of children by same-sex couples, in Europe today the legalization of the incest is being discussed and presented it as a European “gender norm”. The norm is an intimate between father and daughter, mother and son, brother and sister, as well as all the relatives, including blood relatives. Legal incest in Sweden, Denmark and Switzerland is actively promoted;

- in the British Journal of Medical Ethics, in the article “After-birth abortion: why should the baby live?” on February 23, 2012 by the authors of Alberto Jubilini and Francesca Minerva, the arguments are based on the right of parents to kill their young children (up to two years old): for two years, the person has not yet been formed, and this is not a murder, but a “postpartum abortion”.

On this backdrop, individualization and privatization of sexuality, the transition from external social control to individual self-regulation take place. Democratic society refuses strict regulation and unification of sexual life, preferring pluralism and tolerance. Sex ceases to be just an instrument for the continuation of the family; now it has other tasks – from satisfaction to higher self-esteem.

The propaganda of the values of the “sexual revolution” has led to the separation of young people from the traditional wisdom and culture of mankind, from the experience of adults, giving them the opportunity to learn from their own bitter experience, pain and mistakes. The rules of sexual morality are changing, social control of premarital behavior of young people is weakened giving young people the opportunity to independently determine the feasibility of entering into premarital sexual relations; expectations and demands of boys and girls grow not only to each other, but also to family life, its sexual component etc. The consequences of the sexual revolution of this period determined the need for foreign researchers to seriously analyze the state of sexual of teenagers in the 80’s.

Despite the differences in culture and political and economic systems, many countries in the world have come up with the idea of the need to prepare students for family life through a school education system. In general, we came to the conclusion that in the late XX – early XXI century there was a transition from a classical model limited to sexual education, to a broad version of preparation for marriage and marital life. We noted such trends in virtually all the countries. Despite the different forms, methods and means of preparing a future family person, the content of relevant programs in these countries is similar in their direction: sexual education - in the younger classes and preparation for family life – in the elderly.

Preparation of the school youth for family life in the leading countries of the world usually includes three components: pre-marital training, sexual education and the formation of conscious paternity. Analyzing the first component, it is worth noting that pre-marital training in most of the pedagogical systems we have reviewed (UK, Germany, France, etc.) is conducted in secondary schools through developed state or regional programs.

Among the most famous and effective programs of premarital education are the following: “Sexual education and adaptation to life in interpersonal relationships”, “Living together” – in Sweden; “Preparation for family life” – in France; “Education for family life” – in Poland; etc. The main purpose of such programs is to acquire the complex of theoretical knowledge about marriage and intimate relationships with the subsequent formation of practical skills and skills of their application [1]. The content of work in this direction is defined as the development of skills for building successful relationships: the formation of an effective communicative system; mastering non-standard means of resolving conflict situations; raising a sense of loyalty, a desire to care and promote the individual development of a partner; the improvement of the ability to frankly express their own emotions and thoughts, reasonably defend a personal opinion without provoking conflicts, etc.

Analysis of the programs allowed highlighting the legal aspect of premarital preparation of schoolchildren, which provides for the definition of the legal status of the family and the mastering of the basis of marital and family law (legal registration of marriage, divorce, adoption, protection of children and their rights). The practical aspect of the content component forms the ability of students to reasonably defend their own legal rights and rights of family members, to fulfill the obligations declared by the legal acts of a citizen and a family man.

Much attention in the preparation of a future family man in many countries is devoted to the formation of family aesthetic culture. For example, French mothers do not hesitate to make their children a comment about the bad taste and sluggishness in their clothes. The French generally have a special sense of taste, the predominance of aesthetic over material. If it comes to the plate – it should look beautiful. The French are well dressed, appreciate politeness.

In Great Britain, for example, considerable attention is paid to the formation of the genealogical culture of schoolchildren. Practically every British family is cultivated with an interest in its own pedigree; make a genealogical tree of a particular family, respect the traditions and family history cultivation. In the ordinary British family, children learn to identify the hierarchy of family priorities.

Considerable attention is paid to the economic aspects of the premarital education of the foreign youth. German educators pay a lot of attention to the problem of domestic economy, as part of the premarital preparation of schoolchildren. Unlike the Ukrainian school, which currently holds the subject of “Serving work” for girls, in Germany it is either about introducing to certain legal limits of the home responsibilities of adults of both sexes, or the introduction of a school subject that would prepare boys for a successful household activity, focused in the future on the effective involvement of men in family and home duties. According to M. Gorstkamper, the best way is to introduce into the school the appropriate compulsory discipline [2]. In separate schools in Germany, both boys and girls study the subject “Household”, which covers all spheres of everyday life: craft (cleaning, apartment

furnishings, sewing, repair work, etc.), organizational (organization of holidays, shopping planning, financial budget, time allocation), psychological (care for the younger and older). At the lessons of “Life Science” the students fill in a household passport. In small groups, schoolboys and schoolgirls learn to cook, clean, make lists of product purchases, craftsmanship, sewing, knitting, repairing clothes, etc.

It should be noted that there is no training program containing all the above-mentioned content components. Instead, in a variety of countries and even in different regions simultaneously functions a broad spectrum of educational programs, characterized by their goals, methods of reporting information and orientation to a specific audience of participants. No foreign curriculum for preparation for family life is mandatory. All of them are offered to choose among other school subjects.

The second most important component of preparing students for family life in modern foreign experience is sexual education, the main purpose of which is the formation of theoretical knowledge on the anatomy and physiology of the human body and its reproductive system (students study the main aspects of sexuality and sexual orientation, contraception and abortion, pregnancy, child birth, paternity, sexual violence, AIDS and other sexually transmitted diseases); raising a sense of responsibility in sexual intercourse through the promotion of contraceptive use and the rejection of casual sex, responsible attitude to the health of others; belief in school and the danger of early sexual intercourse, inadmissibility of irresponsibility and frivolity in relationships with representatives of the opposite sex; the ability to differentiate the concept of permitted and prohibited in sexual intercourse; Adequate perception of adulthood, its contents, reliable signs, manifestations and qualities. In many European countries (the Netherlands, Denmark, Belgium, Finland), it is sexual education that is at the heart of young people’s preparation for family life.

In the German Federal Republic, the subject *Sexualkundeunterricht* – lessons of sexual education – has been introduced in many lands. It is believed that at home parents are ashamed or afraid to talk about sex, so in schools were initiated conversations on sexual education and it is considered to be important in the development of children. There is no special lesson in the Danish school that tells about sex-related problems, instead they use an interdisciplinary approach. At different lessons, children are told about how their body changes during hormonal reorganization, about the biological aspects of sex and that it should always be voluntary. In junior classes the pupils are explained that their body cannot be affected without their desire, older children are told how to prevent pregnancy and distribute condoms so that they can try them on at home.

The typical feature of the Dutch model is that young people are not said how and what to do, but they are rather encouraged to think in advance what he / she wants, and develop the necessary communication skills and the preservation of personal boundaries. The focus is on interpersonal relationships. One of the cross-cutting topics of the Netherlands model of sexual education is safe sex, which involves knowledge of contraception and ways of prevention sexually transmitted diseases.

The analysis of sexual education in other European and the world countries shows a low level of awareness of the school youth in matters of sex and interpersonal relationships. Therefore, today it is required to take serious state measures in the vast majority of the world countries, aimed at radical improvement of the theoretical and practical solutions to the problem of sexual education, namely: the adoption within the United Nations of the common standards for sexual education; holding of international conferences, symposiums on methodology and methods of sexology preparation of pupils taking into account national peculiarities of the world countries; organization of the proper training of sexologists in universities of the world, ready for the sexual education of pupils of all ages; introduction of a system for monitoring quality and efficiency of school-based sexual education for all countries, oriented to world standards; the introduction in all the countries the unified guidelines for the sexual education of pupils of all ages, which should be consistent with a single concept of development.

Taking into account the decline in the age of sexual initiation of youth, the emergence of AIDS, the dynamic development of youth sexuality, in 1986 the World Health Organization (WHO) developed the “Standards of Information on Sexual Life”, which focused on the following settings:

1. Information contributes to a social climate characterized by tolerance, openness and respect for sexuality, different lifestyles.
2. It promotes awareness of gender identity and gender roles and respect for gender diversity.

3. Sexual awareness enables people to make reasoned decisions and, accordingly, to form their sexual behavior.

4. Sex education contributes to the awareness and knowledge of the human body, its functions, especially sexuality.

5. It teaches the pupils the basics of personal hygiene, promotes the formation of psychosexual maturity, explains them about the meaning and consequences of sexual initiation.

6. Information about sexuality tells pupils about sexual and gender identity, teaches them how to express their feelings and needs, and feel sexuality with pleasure.

7. Sex education helps to prevent STDs, HIV/AIDS, sexual coercion, provides adequate and substantiated information on the physical, cognitive, social, emotional and cultural aspects of sexuality.

8. Awareness counteracts sexual complexes, fears and phobia.

9. It stimulates the reflection on sexuality and different norms and values from the point of view of human rights, so that it develops one's own critical attitude to sexual problems, provides an opportunity to communicate about sexuality, emotions and relationships, and supports the development of the necessary language competence.

10. Develops the need for knowledge about biological, psychological, and social changes at different stages of human development.

Today there is growing international interest in the introduction of sexual education of school youth in the world countries. A recent study of its production in 38 countries of the world on all continents has shown that most governments are positively solving this problem, although different cultures have different emphasis, different content and duration of sexual education programs. It should be noted that sexual education in the vast majority of analyzed educational systems (Great Britain, Germany, France, etc.) is conducted in secondary schools through developed state or regional programs. Among the most famous and effective programs of sexual education are the following: "Sexual education and adaptation to life in interpersonal relationships", "Living together" – in Sweden; "Education for family life" – in Poland; "Fundamentals of Pedagogy of Sexual Development and School" – in Switzerland; "Education for marriage and parenthood" – in Slovakia; "Fundamentals of Relationships and Sexual Education" – in Malta; "Skills of Life" - in Iceland and so on.

The introduction of sexual education in schools occurred during the last decades of the XX and first decade of the XXI century – first in France, the United Kingdom and some other countries, and later in Southern Europe, in particular in Portugal and Spain. Even in Ireland, a country where there was a strong opposition from religious organizations to a certain extent, sexual education was a compulsory subject in elementary and secondary schools at the beginning of the 21st century. Only in a few Member States of the European Union, especially in the countries of Southern Europe, experts have found that sex education is still absent in school programs. In Central and Eastern Europe, sexual education began to emerge from the moment of the expansion of the socialist camp.

If to look at the European region, sexual education is mandatory in Austria, Belgium, Greece, Denmark, Estonia, Iceland, Ireland, Latvia, Luxembourg, the Netherlands, Germany, Norway, Portugal, Romania, Slovakia, Finland, France, Czech Republic, Sweden. Optional sexual education is offered in Bulgaria, the United Kingdom, Spain, Italy, Cyprus, Lithuania, and Poland.

Studying the state of sexual education in foreign countries, we concluded that the age from which it begins, also varies considerably. Thus, in Portugal, it starts to be taught from 5 years, in Belgium, France, Sweden – 6, in the Czech Republic, the United Kingdom, Finland – 7, and in Spain, Lithuania and Cyprus – from 14 years. Expert opinion: sex education should correspond to the age and stage of development of the child, considering the same topics at different ages, and in the process of maturation they are studied more thoroughly (Camilleri, 2013; Molina, Torrivilla 2011; Rogow, Haberland 2009).

It is also worth noting that the definition of sex education in different countries uses different names (which have also the differences in the content of the courses themselves) - from training students to family life or training their basic life skills to study the basis of relationships, including between the sexes.

Sexual education is based in Austria, Bulgaria, the Czech Republic, Denmark, Finland, France, Germany, Greece, Iceland, Italy, Lithuania, Norway, Portugal, Spain, sex education with a focus on relationships - in Belgium, Cyprus, Ireland, Luxembourg, Sweden and Great Britain, with emphasis on

preparing for family life – in Romania, Poland, Slovakia, other accents besides sexual issues (for example, healthy lifestyle) are taught in Estonia, Latvia and the Netherlands. In Austria, Belgium, the UK, Greece, Denmark, Estonia, Iceland, Latvia, Luxembourg, Germany, Norway, Portugal, Slovakia, Finland, France, the Czech Republic, Sweden, in educational institutions they teach in accordance with national standards for sexual education, but in Bulgaria, Cyprus, Romania, Ireland, Italy, Lithuania, the Netherlands, Poland, Spain, they simply do not such.

In the vast majority of foreign countries, the sexual education course has been included into biology as part of it. The main goals put forward by the creators of the course were reducing the risk of early pregnancy and infection with sexually transmitted diseases (through familiarization with contraception), that is, getting to know human sexuality, often even outside the context of family and marriage. It is no coincidence that the term “sexual education” includes such topics as sexual anatomy, reproductive rights, sexuality, sexual relations, reproductive health, emotional relationships, reproductive rights and responsibilities, retention, contraception and other aspects of human sexuality. The psychological, social and ethical components of sexuality often go unnoticed by school courses.

Traditionally, sexual education in European countries focuses on potential sexual risks, such as unplanned pregnancies and STDs. This negative focus often frightens children and youth. For example, in the course of “sexual education” most European countries practically do not include information on the construction of a healthy marriage and a strong family (heterosexual). On the other hand, children are widely provided with information on the family life of homosexual couples. In a number of countries, sexual education includes information on homosexual relationships along with or even in a priority relation to heterosexual ones (such as in the Netherlands and Germany).

Experts from the European Union, based on the fact that the subject of sexual education is unequal in European countries they consider appropriate its multidisciplinary character. However sometimes sexual education is studied as a separate subject, but usually its elements are integrated into other subjects (biology, civic education, social orientation, health care, philosophy, religion, linguistic subjects or physical training).

It is positive that, unlike the existing practice of Denmark, the Netherlands, Sweden and other countries where the content of sexual education is not denoted as marital and family relations, the adopted Standards are oriented towards Christian norms and values with a clearly expressed orientation on marriage and family (Medero, 2009; Vandenbroucke, 2009; Weaver et al, 2012).

Interstate comparisons have allowed us to highlight the general factors contributing to the successful implementation of sexual education. Including:

- Sexual education does not lead to increased sexual activity, risky sexual behavior or sexually transmitted diseases, and HIV infection.
- A sexual education program can be considered successful if it has one or more of the following outcomes: delaying the moment of sexual activity; reduce the number of unprotected sex; development of contraceptive use skills.
- Sexual socialization can only be successful if gender issues are viewed and discussed openly as a positive, integrative part of health.
- Youth, including the school youth should know about sexuality not only in terms of risks, but also in terms of its potential, in order to develop a positive and responsible attitude in this field.
- An important role in the education of sexuality is played by the media. Their attitude to this problem can be varied depending on the particular country. In some countries, mainly in Scandinavia, the media is a source of support and information on sex. In Denmark, national radio and television companies provide free live time for sex education programs. In other countries, such as the UK, sex issues are presented with a great deal of sensation that has a negative impact on the sexual education of young people.
- Efficiency requires a comprehensive approach so that sexual education programs are not seen in isolation from other issues but have been an important component of wider initiatives aimed at improving the health and well-being of young people.
- Sex education programs should be adapted to the specific needs and realities of the country concerned.
- Gender-oriented programs are much more effective than programs that ignore them.

- Sexual education should not be a temporary campaign; continuous work is needed in this direction; progress made during the period of its implementation does not guarantee further progress if programs are closed.

Thus, the key issue in developing the content of sexual education remains, first and foremost, determining the relationship between the study of sexuality issues and the idea of learning to abstain from premarital sexual intercourse.

Important task for sexual education in foreign countries is to preserve the sexual and reproductive health of young people. In general, pupils need to develop a responsible attitude towards their own health and the health of their loved ones; to develop the skills of making reasonable decisions and the ability to say no; to raise social responsibility in relations with representatives of the opposite sex; to form a desire to have a solid, friendly family that meets the requirements of modern society. This became the subject of the study of Finnish pedagogues K. Bildushkinen and K. Selkeneve [3].

Comprehensive sexual education in many countries around the world, especially in Europe, today is hampered by the multiethnicity of the population and its polyconfession: in Germany, France, the United Kingdom, the Nordic countries, from 10 to 20 % of the population, are not indigenous people of the country, professing Islam or other religions. It should be added that in the majority of foreign countries there were strong protest attitudes of the parental community and religious organizations against sexual education, especially in elementary schools.

In the work on sexual education in foreign, especially European, schools certain rules should be followed:

- content, forms and methods of sexual education should correspond to the age-specific features of the students (including stages of sexual development), as well as the level of their knowledge on a particular topic. Students have the right to receive comprehensive answers to questions that arise in them;

- sexual education should give students true knowledge of human sexuality, teach young people the ability to express their thoughts and create their own judgments;

- to discuss individual topics it would be useful to invite independent specialists who do not perform any functions at the school;

- sexual education in school and family should go in one direction;

- it is important to create an atmosphere in which the students would feel very free and relaxed when learning the most delicate topics [4].

The French experience of organization in the colleges and lyceums of the three sessions of sexual education is noteworthy, focusing not only on biological knowledge but also on the psychological, emotional, social, cultural and ethical dimensions of sexuality, associating and completing the various lessons taught in class, integrate all the knowledge in each head. Sessions are held in the form of debates that extend information on prevention (AIDS, STDs, contraception) to more existential issues: conversations about oneself, one's body, relationships with others, the feeling of love, the relationship between boys and girls, sexism, homophobia. Among schoolchildren at the sessions "leaflets" about sexual violence, puberty, sexual orientation, sexism and homophobia, contraception, sexually transmitted diseases, etc. are distributed.

Studying the sexual education of schoolchildren in the UK, P. Meredith highlights the principles that are mandatory: all information received by children on sex should be given exclusively in the context of marriage and family; teachers should not teach, discuss, and introduce students to printed materials that are illegal and unnatural in sexual practices; things that are obscene in the eyes of the public can not be used as pupils' visual aids; street terminology should not be used in lessons, the language of the teacher should correspond to the language of science; discussions, training and contraceptive use guidelines should take place in the context of family and marriage; any pornographic and obscene books and other printed publications, films, slides and videotapes should be excluded from education [5].

As we become familiar with Swedish sexual education experience, we have focused on specialized adolescent clinics that are closely linked to the school, where students receive free, widely available and confidential services for family planning and abortion.

An interesting experience is accumulated in foreign countries and in the issues of the formation of conscious paternity - the third component of the training of pupils for family life. In the most

developed and adopted by all British schools the curriculum “Preparation of high school pupils for paternity”, the formation of future parents has become an integral part of the school curriculum. It is worth mentioning the mobility of school programs of paternity. If programs of the end of XX century were somewhat idealized and stereotyped, today they are more realistic, meet the requirements of time. At the end of the 20-th – at the beginning of the 21-st century there were transformational changes associated with the democratization of society, the activation of the professional role of women.

Ukrainian researcher N. Levchyk gave a detailed description of the two programs offered by the leading experts for their implementation. One of them – “Parenting Skills”, sponsored by the consultants and teachers of the subjects “Home Economics” and “Child Development” by Angela Goodwin and Jenny Patrick, is based on thematic areas. Its purpose is to acquire by students theoretical knowledge, the development of the practical skills and abilities necessary for the successful implementation of parental roles in a modern multicultural society [6].

Preparation of pupils for the performance of parental functions is also in the schools of Germany. This problem was investigated by I. Grechin in her PhD work [7]. She analyzes the federal program “Time for reflection about children” (“Babybedenzeit”). In this project, girls and boys have the opportunity to live four days with a plausible “baby simulator”, which is programmed for round-the-clock care. Teachers who have undergone an advanced training course in this area are accompanied by a project aimed at preventing unwanted pregnancies, adolescents’ awareness of their daily parental responsibilities, preventing harsh attitude towards children, training parenting skills and disseminating information about safe and conscious treatment of contraceptives, development of reflection on future family planning. In addition, this curriculum includes children’s health, life safety, parenting styles. The developed “baby simulator” allows students to live close to the reality of everyday life, as with a real child. Its needs are identical to the needs of a real infant. In this case, it’s about plausibly designed dolls who want to be fed, swaddled and calmed down, they can scold, cough or tear off. The “Baby Simulator” is great for working with adolescents and enabling a holistic experience, thus influencing parenting through their own experience. Along with the usual “baby” (which may have different skin colors), there is also a child with the consequences of parents’ addiction and a model with the consequences of alcohol defects. The target group is 13–18 year-old adolescents and youth [8].

Thus, the preparation of school youth for family life and sexual education in different countries begins at different times. In the UK, Denmark, Germany, France, Sweden and Japan, they are usually run from preschool. Mandatory sex education includes primary and upper grades in a number of countries (Germany, Denmark, Belgium, the Netherlands, France, Sweden), and in some cases only begins at the 2nd-grade school. Moreover, the discussion of problems appears both in schools with a common, and in schools with separate education of boys and girls (France).

Today there is no single unified model for preparing young people for marital life. We managed to identify the following main types of future family person preparation:

Type I. Pre-marital education, reduced to sexual education in the narrow sense of the word, is based largely on the Swedish model of the 1960s, which meant exclusively the preparation for sexual intercourse both in and out of marriage. Sexual life is considered autonomously, in isolation from marital life and family. The main goal – the teaching of effective ways of sexual art, prevention of pregnancy, physiological aspects of sexual life, prevention of sexually transmitted diseases, etc.

Type II. Preparing for interpersonal relationships between genders is a humanized version of traditional sexual education that provided information on humane sex, taking into account differences in the psycho-sexuality of sexes, about love as a feeling that fills sexual experiences with humanistic content (Denmark, Finland, and Sweden).

Type III. Preparation for marriage and marital life is typical for the United States and Eastern European countries (Czech Republic, Poland, Belorussia), as well as for Latin culture countries (Portugal, Italy). In this model sexual education is combined with the preparation for the implementation of marital roles; it is considered an integral part of the preparation for an adult merger. Matrimonial and family life is interpreted much wider than the sexual coexistence of two persons, is considered in a broad social context.

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ШКІЛЬНИЦТВО СІНГАПУРУ КРИЗЬ ПРИЗМУ РЕФОРМУВАННЯ ОСВІТНЬОЇ ГАЛУЗІ УКРАЇНИ

Проаналізовано організацію освітнього процесу, розвиток компетенцій учнів у школах Сінгапуру. Обґрунтовано актуальність досліджень освітньої галузі міста-держави: займає провідне місце у світі за якістю навчання, конкурентоспроможністю своїх випускників та загальною статистикою щодо розвитку обдарованості в дітей; упроваджено Меморандум про взаєморозуміння між Міністерством освіти і науки України та Агенцією з науки, технологій і досліджень Республіки Сінгапур. Вказано на три чинники, що визначили успіх сінгапурської системи освіти: правильний підбір учителів; постійне вдосконалення, розвиток і підтримка тих, хто навчається; встановлення для них високих освітніх стандартів. З'ясовано особливості освітнього процесу у школах: реалізація компетентнісного підходу з акцентуванням уваги на цінностях, переконаннях; використання новітніх інформаційних технологій, що відкривають широкі можливості для самоосвіти; запровадження конкуренції як принципу і керівного механізму діяльності; забезпечення зв'язку теорії з практикою; використання моделі жорсткого навчання із застосуванням тілесних покарань для хлопчиків за девіантну поведінку. Відзначено, що мета освіти – розвиток економіки і соціальних стандартів міста-держави. Відображено ключові компетенції ХХІ ст., що формуються в учнів та студентів у Сінгапурі. Висвітлено підготовку вчительських кадрів у закладі-монополісті – Національному інституті освіти. Визначено можливості використання перспективних ідей в освітньому просторі України: досконалий відбір на педагогічні спеціальності талановитих вступників; встановлення високих стандартів для всіх суб'єктів закладів освіти; поєднання новітніх інформаційних технологій з навчальними предметами; забезпечення гнучкості освіти, адаптація освіти-самоосвіти учнів до потреб країни, нових викликів сучасного світу; досягнення балансу між теорією і практикою у змісті освіти учнів та вчителів; підготовка учнів до виконання громадянських функцій.