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## ODDÍL 6. FILOLOGIE

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**Introduction.** Human civilization and social morality are two interrelated truths. Fulfillment and observance of moral norms and rules adopted in a certain society determine the basis of the spiritual, social, and economic development of this society. The primary source and basis of such development is the family, which is a decisive factor in the formation of personality that affects its conscious and unconscious actions throughout life. In the family, a person acquires basic skills and abilities of social interpersonal interaction and communication, at the same time, he/she goes through the formation of those values, moral norms, attitudes, behavioral patterns that are true for this specific family. In particular, the issue of the gender role of the family, and how Ukrainian families provide sexual education for their children, is receiving considerable attention. This topic has been extremely important for Ukrainian society for a long time.

**Presentation of the main material.** According to various scholars, the family is divided into more than forty kinds, types, forms: by type, composition, structure, type of family leadership, homogeneity of social composition, length of family experience, national (ethnic) composition, by the quality of relationships and the atmosphere in the family, by geographical feature, by type of consumer behavior, by the level of material prosperity, by socio-cultural, technical and hygienic, demographic levels, etc. Based





on the type of communication, modern psychologists divide families into dominant (totalitarian) and partner (democratic). It should be noted that the family performs certain functions in society: material and economic, housing, reproductive, recreational, and educational.

In the presented section of the monograph, we will highlight the important educational role of the family in the formation of patterns of (immoral, sexual) behavior in adolescent girls.

Several studies in the field of psychology, pedagogy, and education show that from the point of view of sexual education, the family is a model of intersexual relations [1, p. 83]. Sexual education in the family should start from the birth of a child and, as they grow older, should be improved and deepened, taking into account the principle of «nature of conformity». De facto, the designated topic remains delicate and is not customary to discuss in the Ukrainian family.

Following the Ukrainian traditions in the field of morality, H. Vashchenko paid considerable attention to such character traits that become the basis of healthy family life. «...In youth – it is necessary to educate moral purity, the consciousness of maiden or youthful honor, abstinence, subjugation of sexual feelings to the principles of morality...» [2]. At the same time, the scientist believes that a full-fledged citizen and family man should get rid of the tendency to drunkenness, intemperance, inability to control his passions, and learn to limit his instincts.

A. Makarenko noted: «... Do not think that you are raising a child only when you talk to him, teach him, or order him. You are nurturing it in every moment of your life. Even when you are not at home. How you dress, how you talk to other people and about other people, how you rejoice or grieve, how you treat friends or enemies, how you laugh, read the newspaper – all this is of great importance for a child ...» [3].





As a rule, a person's family life is formed by imitating the parental family, and it is impossible to overestimate the importance of the relations that prevail in the family. A child from the cradle feels, sees, and hears not only how to behave, but practically recognizes life, because he/she is a direct participant in it. The influence of the family environment is decisive in the formation of personality, but this influence can be not only positive but also negative. Thus, it is obvious that the family has an ambiguous influence on the lifestyle of a young person.

One of the spheres of a young person's life is the sphere of sexual relations. The sexual behavior of modern youth is becoming more and more unfettered, and the public attitude towards free sexual relations is becoming increasingly liberal. Indisputable evidence of this sexual «freedom» is the decrease in the age at which sexual intercourse begins (the percentage of young people who have their first sexual contact at school age (10-16 years) is constantly growing); the high level of sexual activity of teenagers; the spread of premarital sex; frequent change of partners; an increase in the number of abortions and childbirth among young people. Therefore, the task of studying the problem of sexual demoralization of young Ukrainians [4] is actualized by the very course of life.

The concept of «demoralization» emphasizes the violation of a wide range of laws, norms, rules, and traditions that are mandatory for members of a given society. The functioning of a person under these requirements, rules, norms, and laws is approvingly perceived, considered the only possible, acceptable, correct in the moral aspect. Neglect of these norms causes public censure, negative attitudes, and stigmatization of the majority of people concerning those who allowed themselves to violate these norms. Compliance with the norm requires knowledge of its





essence on the part of the subject, and an understanding of internalization and implementation in life [5].

Given the above, and also taking into account the fact that our study concerns a specific gender and age category of people – adolescent girls, it is necessary to specify the manifestations of sexual demoralization that are characteristic of this gender and age group. These manifestations relate to two interconnected systems: 1) spiritual and moral values, goals, motives, views, norms, rules (ideological system); 2) actions, deeds, style and way of life (behavioral system). Degradation in the first of them is associated with the spiritual and moral crisis of the personality, the decline of its moral, spiritual, cultural and religious values and socially significant personality traits, irresponsible attitude to the performance of social roles (daughters, sisters, brides, wives, mothers, etc.), emotional immaturity and distortion of the system of needs that have a primitive, consumer content. As for the second, in our opinion, the behavioral manifestations of sexual demoralization of underage girls are: early sexual activity, promiscuity (frequent change of sexual partners), homosexual relationships (in the sense of deviation from religious norms, such as Christian morality), passion for pornography, incest, group sex (orgies), sponsorship and prostitution [5].

Exploring the family environment of adolescent girls who have chosen immoral behavior, sexual demoralization, i.e. began to lead an early sexual life, changing sexual partners (promiscuity), sexual life with a partner who financially retains (sponsoring), and prostitution as one of the manifestations of the degradation of the young personality of a teenage girl, we concluded that the indicated demoralized behavior of minors led to several factors. In particular, these are: mental, physical, and sexual violence in the parental family (by a close relative, brother, or father). As a rule, teenage girls with immoral behavior were





brought up in single-parent, destructive-immoral families, where parents abused psychotropic substances or had other addictions, as well as where one of the parents is deprived of parental rights, for certain reasons (convicted criminals, etc.), and also these are Euro-orphaned girls whose parents are employed in other countries and do not receive proper parenting.

The pathology of the family environment (moral neglect, violation, and destruction of the socio-emotional structure) in Ukrainian families leads to the deformation of the unstable psyche of adolescent girls, which increases the ability of adolescents to immoral, asocial, demoralized behavior.

Therefore, it is not surprising that the most serious risk group for early onset of sexual activity and early pregnancy are girls whose emotional contact with their parents is destroyed. And here we are talking not only about frankly dysfunctional families, but also about outwardly happy ones, in which, however, the girl lacks warmth, affection, understanding, and trust.

High school girls characterize their relationship with their parents, in most cases, as indifferent (parents emphasize academic performance at school), and concerning the personal life of a teenager, they note it as a lack of interest on the part of parents. The girls who had the experience of early sexual life described the relationship with their mother as cold, alienated, and conflicting.

This is especially noticeable when the mother ignores moral norms. If the housework in the family is done carelessly, thus you should not hope that a Woman will grow out of a girl who has a similar example [6, p. 72]. The father also causes negative emotions in girls. The reasons for this are psychotropic addictions, selfishness, rudeness, cruelty towards the mother, neglect of children, and lack of interest in them. The feeling of struck pride in girls with sexual experience, as a result of the rejection of communication with their father, is mainly manifested in expressions of anger and indignation [1, p. 87].





Under such circumstances, degradation of family values occurs. From this comes the erroneous assimilation by adolescents of the role of wife and husband, and the search for role models outside the home. Subsequently, all this finds its manifestation in the patterns of behavior of a teenage girl that does not correspond to general social norms, in particular, in sexual demoralization.

It is important to take into account the characteristics of the child, to mention the specifics of the adolescents' development, which must be taken into account in the process of sexual education, his/her worldview and thinking, as well as to remember the gender differences and developmental characteristics of girls and boys. It is well known that sexual self-awareness in girls is born and formed a little earlier than in boys. In particular, they represent their own «I» more subtly and deeper. Girls are more attentive to interpersonal relationships in the family, the ability to change their activities depending on the microclimate, on the approval or condemnation of family members. Girls of any age group usually turn out to be more mature than boys, both in physical development and in the formation of cognitive interests, emotional stability, and arbitrary regulation of behavior [7, p. 61].

Among the typical and significant shortcomings of sexual education in the family, there are: the parents' lack of a correct idea of how it is actually carried out and what are the real manifestations of sexuality in children; excessive coldness and excessive passion towards children; distortion of normal patterns of behavior by parents; inability to create a normal psychological climate in the family; contradictions in the requirements and upbringing of parents to the child; observance of the immoral and illegal family economy; ignorance in the psychological and pedagogical relation; complexing in front of children; authoritarian approach to raising children [8, p. 557].





The consequences of such an «educational» influence, unfortunately, are not comforting, since they contribute to a delay in the sexually mature development of a teenage girl, or to the accumulation of aggression, which is directed not only at others but also at oneself.

Violation of communication in the family, lack of trust, comfort, and love forces the teenager to compensate for this with relationships outside the family. At the same time, the girl is ready to cling to anyone who knows how to express it. She finds in sexual relations not so much «sex», as not very sincere, spiritual warmth, a sense of self need, and at least temporary security, which she greatly lacked. This is one of the main reasons for the early onset of sexual activity, as well as the search for pleasure in nightlife, alcohol, and drugs.

Researchers of this issue tend to believe that the child's full assimilation of sex roles is significantly hampered in single-parent families, where children are «deprived of one of the parental models». As a rule, an incomplete family is a family without a father [7, p. 64].

It cannot be absolutely asserted that the very fact of violation of the family structure is a negative factor in the socialization of the child. Nevertheless, it is generally recognized that in incomplete families there are more cases of violations of social adaptation and the emergence of difficulties in the personal and gender-volitional formation of adolescents.

According to experts, girls from single-parent families in the future often have difficulties in understanding males, in particular, their men and sons. Such girls have increased isolation and suspiciousness [7, p. 65].

Studies show that girls with sexual experience have hardly talked about intimate topics with their father and mother, and most parents find it inconvenient to talk to children about such topics.







Parents do not know how to give their children the appropriate knowledge of sexual education, because they have not received it in their parents' families. Most parents do not know about issues of sexual development and do not have the psychological, pedagogical, and methodological skills to explain this issue to their children. Incompetence in this area creates the wrong attitude and omission of this aspect of life.

Such families lack, first of all, ethical and psychological culture in marital interaction and intersexual communication. Parents do not always pay appropriate attention to the development of masculine or feminine qualities, value orientations aimed at the family, they cannot always competently explain certain issues related to the sexual sphere of a person – his/her physiology, hygiene, ethics, and psychology [9, p. 9].

Teachers, psychologists, and doctors need (at parent meetings, in individual conversations, etc.) to draw parents' attention to the responsibility for the family upbringing of children, for the formation of children's positive personality traits, cultural behavior skills, and as well as intersexual communication. It is also worth considering forms of work with parents to improve their psychological and pedagogical level of knowledge, the experience of educational impact on children, forms of control of their behavior, taking into account age and individual characteristics. Lectures by scientists, seminars, round tables, exchange of experiences would help to some extent to compensate for the gaps in family and sexual education and contribute to deeper knowledge by parents of their children.

Consequently, the family should remain one of the key factors in the formation of the future personality, in particular, in matters of sexual identity, and be the main source of sexual education for children.







Unfortunately, today, the role of the family in the sexual education of adolescent girls remains insufficiently significant. In preparing a girl for the role of a future mother, a high spiritual level of interpersonal relations in the family, respect for the rights and dignity of everyone, and a conscious and responsible attitude to issues of sexual maturity are essential. It is worth remembering that the formation of high moral qualities in the young generation is impossible without the correct education on sexual relations, without the assimilation of the appropriate behavior of men and women in the family, society, etc.

**Conclusions.** Summarizing the above mentioned, it is possible to state that the personal factors that will have a significant impact on the formation of immoral patterns of behavior include the following: violation of emotional contact with parents and relatives; accordingly – the strengthening of the negative influence of friends and peers; tendency to deviant, demoralized behavior; lack of religious education on the part of parents; belonging to a certain social environment with their culture, values, laws, and beliefs, outlook on life (negative groups, sects, reference groups, etc.); attitude towards prostitution in society (both positive and negative); life goals and values are focused on material goods; frivolous relationships with men, etc. The influence of the family on the formation of immoral norms in teenage girls is primarily associated with the disorganization of the family environment, where the family is not able to carry out its duties of supporting the child, the manifestation of violence (sexual, physical, mental, and emotional), the presence of bad habits and destructive behavior among family members, the lack of warmth, love, and understanding in the family, exaggerated requirements for the expectations of the development and success of the child.





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