



DOI:10.29013/EJEAP-26-3-15-18



ENHANCING FAMILISTIC COMPETENCE OF FUTURE TEACHERS IN THE CONTEXT OF GLOBAL EDUCATIONAL AND SOCIOCULTURAL TRANSFORMATIONS

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Cite: Sadikov T.O. (2026). *Enhancing Familistic Competence of Future Teachers in the Context of Global Educational and Sociocultural Transformations. European Journal of Education and Applied Psychology 2026, No 3.* <https://doi.org/10.29013/EJEAP-26-3-15-18>

Abstract

This article examines the significance of developing familistic competence among future teachers as a key factor in strengthening the institution of the family through educational means. Familistic competence is understood as a complex personal and professional formation that integrates value orientations, knowledge, skills, and pedagogical methods aimed at preparing young people for responsible family life. The article highlights the role of education in preventing the crisis of family values, analyzes global sociocultural transformations affecting family stability, and emphasizes the need for systematic preparation of teachers for work with families in the context of modern educational reforms. Special attention is given to emotional and ethical preparedness, digital influences, intercultural challenges, and human-centered educational priorities.

Keywords: *familistics; family institution; teacher education; familistic competence; family values; marriage and family relations; pedagogical familistics; interdisciplinary approach; educational reforms; teacher professionalism; family upbringing; sociocultural transformation; digitalization; global trends*

Introduction

In contemporary society, the institution of the family is undergoing profound transformations. Declining prestige of family life, increasing divorce rates, decreasing birth rates, and weakening motivation for parenthood reflect a complex sociocultural crisis. These tendencies require targeted measures aimed at strengthening the family, particularly through the formation of value-based attitudes toward marriage and family among young people. The education system plays a

decisive role in this process, as schools and universities shape the worldview, moral orientations, and social behavior of the younger generation (Lavrinenko, 2015, p.213). In this context, the development of familistic competence among future teachers becomes a strategic priority for modern education.

The Concept of Familistic Competence

Familistic competence emerged in pedagogical science in the early 2000s as a response to the need to integrate

family-related knowledge into teacher training. It is defined as a systemic personal formation that unites the teacher's value orientations, theoretical knowledge, and practical skills in the field of family studies. According to N.Yu. Shleikova, familistic competence includes knowledge of the foundations of familistics, the ability to apply this knowledge in pedagogical practice, readiness to prepare students for family life, and the aspiration for self-improvement as both a professional and a family member (Shleikova, 2005, p. 17).

Researchers identify several structural components of familistic competence: motivational-value, cognitive-intellectual, emotional-moral, and activity-practical (Salikhova, 2010, p. 54). Together, these components ensure that the teacher is capable of addressing family-related issues, guiding students in interpersonal development, and fostering responsible attitudes toward marriage and parenthood.

Interdisciplinary Foundations of Familistics

Familistics has developed as a comprehensive interdisciplinary science integrating knowledge from sociology, psychology, pedagogy, law, economics, demography, and cultural studies. Its emergence reflects the need to systematize diverse information about the family and create a unified theoretical framework (Mamanazarov, 2012, p. 8). Pedagogical familistics focuses on preparing youth for family life and cultivating respect for the family as a fundamental social value. It synthesizes pedagogical theory, family psychology, and social work, providing teachers with methodological tools for family upbringing.

The interdisciplinary nature of familistics requires teachers to possess broad knowledge and flexible pedagogical strategies, enabling them to address diverse family-related issues in educational practice. This includes understanding sociocultural dynamics, psychological development, communication patterns, and ethical norms within family systems.

Global Sociocultural Transformations and Their Impact on Familistic Competence

In the 21st century, global sociocultural transformations have significantly reshaped

the structure, functions, and perceived value of the family institution. Processes such as globalization, migration, digitalization, and the expansion of individualistic cultural models have altered traditional family roles and weakened intergenerational continuity. These changes directly influence the formation of young people's attitudes toward marriage, parenthood, and interpersonal responsibility.

Digitalization is one of the most influential factors. Social networks and virtual environments increasingly replace direct interpersonal interaction, affecting emotional development and social behavior. Young people often construct their understanding of relationships through online content, which may distort perceptions of family roles, conflict resolution, and long-term commitment. Teachers must therefore possess the ability to guide students in critically evaluating digital influences and forming healthy interpersonal patterns both online and offline.

Migration processes also contribute to the transformation of family structures. Multicultural environments, mixed families, and diverse value systems create new challenges for teachers working with students from heterogeneous sociocultural backgrounds. Familistic competence must therefore include intercultural sensitivity, the ability to understand different family models, and the skills necessary for building inclusive educational environments.

Economic transformations further influence family stability. Increased labor mobility, economic uncertainty, and changing employment patterns affect family cohesion and parental involvement. Teachers must be prepared to support families experiencing economic stress and create conditions for constructive school–family partnership.

International organizations such as UNESCO, OECD, and the Council of Europe emphasize the importance of strengthening social responsibility, interpersonal competence, and family-related values within modern education. Familistic competence aligns with these global priorities, making it a key component of human-centered education.

The Role of Emotional and Ethical Preparedness in Familistic Competence

An important dimension of familistic competence that has gained increasing attention in recent pedagogical research is the emotional and ethical preparedness of future teachers. Emotional preparedness includes the ability to establish trusting relationships, demonstrate compassion, and support students experiencing difficulties in their family environment. Teachers often serve as the first adults outside the family who notice changes in a child's emotional state, such as anxiety, withdrawal, or behavioral challenges.

Ethical preparedness requires adherence to professional norms, confidentiality, respect for family diversity, and avoidance of bias when interacting with students and parents. Modern educational reforms increasingly emphasize the importance of ethical decision-making in teacher training. Future teachers must be capable of navigating complex moral dilemmas related to family upbringing, including issues of parental involvement, cultural differences, and conflicting value systems.

Integrating emotional and ethical components into familistic competence ensures that teachers are not only knowledgeable but also capable of applying their understanding in real-life contexts with sensitivity and professionalism. This expanded perspective aligns with global trends in human-centered education and reinforces the relevance of familistic competence in contemporary pedagogical practice.

Familistic Competence in the Context of Modern Educational Reforms

The development of familistic competence must be considered within the broader framework of contemporary educational reforms. Modern education emphasizes holistic competencies that integrate knowledge, skills, and personal qualities necessary for successful social functioning. Strengthening cooperation between schools and families is a priority in many countries, requiring teachers to act as mediators between educational institutions and families (Lavrinenko, 2015, p. 220).

Digitalization introduces new challenges for family upbringing. The influence of dig-

ital media affects students' perceptions of family roles and values. Teachers must guide students in developing critical thinking, emotional resilience, and responsible digital behavior within the context of family life.

Thus, familistic competence is not merely an additional pedagogical skill but a vital element of human-centered education aimed at supporting students' psychological well-being, preventing social fragmentation, and strengthening the family as a foundational institution of society.

The formation of familistic competence requires the creation of specific pedagogical conditions that ensure the integration of value-based, cognitive, emotional, and practical components into teacher education. Contemporary research emphasizes that familistic competence does not emerge spontaneously; it must be purposefully cultivated through structured educational environments, reflective practice, and systematic interaction with real family contexts. As noted in the article, "the development of familistic competence among future teachers becomes a strategic priority for modern education" (Lavrinenko, 2015, p. 213).

One of the key pedagogical conditions is the **value-oriented orientation of educational programs**, which should promote respect for the family as a fundamental social institution. This includes the incorporation of ethical discussions, analysis of family-related dilemmas, and reflection on personal attitudes toward marriage and parenthood. Such value formation strengthens the motivational component of familistic competence and aligns with global human-centered educational priorities.

A second important condition is the **integration of interdisciplinary knowledge**. Familistics synthesizes sociology, psychology, pedagogy, law, and cultural studies, forming a holistic understanding of family dynamics. Teacher education programs must therefore include interdisciplinary modules that help future teachers analyze family issues from multiple perspectives. This requirement corresponds to the interdisciplinary nature of familistics described in the article: "Familistics has developed as a comprehensive interdisciplinary science integrating knowledge from sociology, psychology, pedagogy, law,

economics, demography, and cultural studies” (Mamanazarov, 2012, p. 8).

A third pedagogical condition is the **development of practical skills through interactive methods**. Case studies, role-playing, situational analysis, and supervised practice in schools allow future teachers to apply theoretical knowledge to real-life situations. These methods strengthen emotional and ethical preparedness, which the article identifies as a crucial dimension of familistic competence: “Emotional preparedness includes the ability to establish trusting relationships, demonstrate compassion, and support students experiencing difficulties in their family environment.”

Finally, the formation of familistic competence requires **continuous reflection and self-development**. Teachers must regularly evaluate their own beliefs, communication styles, and professional behavior in relation to family issues. Reflective practice enhances self-awareness and supports the aspiration for personal and professional growth, which is an integral part of familistic competence according to Shleikova (Shleikova, 2005, p. 17).

Thus, pedagogical conditions for developing familistic competence include value-based orientation, interdisciplinary integration, practical training, and reflective self-development. These conditions ensure that future teachers acquire not only theoretical knowledge but also the emotional, ethical, and practical readiness necessary for effective cooperation with families in the context of global sociocultural transformations.

Conclusion

Familistic competence represents an essential dimension of modern teacher professionalism. It enables educators to collaborate effectively with parents, cultivate value-based attitudes toward the family among students, and promote responsible family behavior. Integrating familistic training into teacher education programs is necessary for strengthening the family institution and ensuring the moral and social well-being of future generations [Shleikova, 2005, p. 198]. In the context of global sociocultural transformations, the development of familistic competence becomes a strategic priority for modern education systems.

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submitted 06.08.2026;

accepted for publication 20.08.2026;

published 30.09.2026

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