

Developing the pedagogical culture of parents by means of social partnership with a supplementary education institution

Venera G. Zakirova^a and Ekaterina L. Nikitina^b

^aKazan (Volga region) Federal University, Kazan, RUSSIA; ^bVyatka State University, Kirov, RUSSIA

ABSTRACT

The urgency of the research is due to the current requirements to develop the pedagogical culture of parents, which can help them to be successful parents, to effectively interact with their children avoiding family upbringing mistakes. In this respect, the article aims to identify the conditions for development of the pedagogical culture of parents by means of social partnership with a supplementary education institution and to work out the program of parent education. The leading approaches to this problem are axiological, synergic, systematic, and existentialistic ones allowing to find a comprehensive solution to the problem of improving family education. The article describes the implemented program of development of the pedagogical culture of parents by means of social partnership with a supplementary education institution; it also provides empirical data on the results of the program implementation. The article describes the content of the program of development of the pedagogical culture of parents. In this regard, the article can be of use to education practitioners who have to interact with parents in their professional activity.

KEYWORDS

pedagogical culture of parents, parent education, supplementary education institution, social partnership

ARTICLE HISTORY

Received 21 January 2016
Revised 10 March 2016
Accepted 13 April 2016

Introduction

Urgency of the Issue

The family due to its socio-biological nature is the primary institution of socialization; it is a mediating link between social standards and the process of personal development. Successful parenting of fathers and mothers depends on their level of theoretical knowledge, as well as on pedagogical skills and abilities

CORRESPONDENCE Ekaterina L. Nikitina ✉ vikipiliki@gmail.com

© 2016 Nikitina. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.



they have. Not everyone can succeed in being a good parent and in proper upbringing of children in the family. Fathers and mothers are educationally unprepared, they do not understand a complex process of child development, and they are often unable to define its nature. All these factors lead to serious errors and failures in family education (Vasil'eva, 2007). Until recently it was enough to get some accidental pedagogical knowledge for successful parenting but now deeper psychological and pedagogical competence in matters of upbringing is required (Arnautova, 2012). Consequently, the solution to the problem of family education in modern conditions is based, to a large extent, on pedagogical training of parents carried out in educational institutions.

Defining the Problem of the Research

One way to solve the problems of family education in the current context is purposeful pedagogical preparation of adults for parenting, which should lead to a significant increase in the level of their pedagogical culture. This level should allow them to make the family education process joyful and successful, to comprehensively solve problems of child development and upbringing. Supplementary education institutions have a special role in solving this problem. They carry out their activities incorporating such factors as: many characteristics of family education, voluntary classes, different-age groups, informal communication between adults and children. Supplementary education can be freely chosen, each child deals with it independently choosing such forms of teaching which are comfortable for him, allowing to acquire cooperation skills, skills of informal communication with older and younger children and adults, to get the experience of personal and professional identity, and conscious self-education. This implies the need for close partnership between the family and a supplementary education institution.

Based on the above, we define the research problem as follows: what is the content and conditions for implementation of the program of development of the pedagogical culture of parents by means of social partnership with a supplementary education institution?

Status of the Problem

Issues concerning formation of the pedagogical culture of parents are highlighted in scientific works by I.V. Grebennikov (1986), T.V. Lodkina (2003), M.N. Nedvetskaya (2011), Yu. Khyamyalainen (1993), T. Gordon (1997). Theoretical ideas of family and supplementary education interaction are described in the works by E.N. Sorokina (2005), I.Yu. Kulchitskaya (2005).

Literature review has revealed the necessity for development of the author's program of development of the pedagogical culture of parents taking into account the growing demands of society for competent parents, new educational standards, as well as the pedagogical potential of supplementary education institutions.

The Hypothesis and Goal of the Study

The review of theoretical studies and practical activities in respect of the researched problem has shown that the issue of development of the pedagogical culture of parents in supplementary education institutions remains

understudied. It allowed to suggest the hypothesis of the research: development of the pedagogical culture of parents will be more effective if:

- it is based on partnership relations of the family and supplementary education institutions;
- conditions for successful development of the pedagogical culture of parents in supplementary education institutions are revealed;
- stages of social partnership between institutions of supplementary education for children and families are defined;
- the program of development of the pedagogical culture of parents is designed and implemented.

Thus, the goal of the study is to scientifically justify, design and test the program for development of the pedagogical culture of parents by means of social partnership with a supplementary education institution.

Materials and Methods

Tasks of the Research

The research aimed to solve the following tasks: 1) selection of experimental and control groups of parents; 2) implementation of the program of development of the pedagogical culture called "Parent School" with the experimental group; 3) comparing the level of development of the pedagogical culture of parents of the experimental and control groups; 4) analysis of the results of experiment, evaluation of the effectiveness of the program on development of the pedagogical culture of parents.

Theoretical and Empirical Methods

A variety of methods complementing each other was used to test the hypothesis:

- theoretical methods – analysis of psychological and pedagogical literature on the research problem; studying and summarizing the advanced pedagogical experience; analysis, synthesis, and comparison;
- empirical methods – summative and formative pedagogical assessment, questionnaire, testing, conversation, as well as mathematical methods of statistics.

Research Premises

The research premises was the municipal educational autonomous institution of supplementary education for children named “House for arts and crafts for children ‘Vdokhnovenie’ (Inspiration) (Kirov) and the municipal educational institution of supplementary education named “Children and Youth Creativity Center” (Kirov).

Stages of the Research:

The experiment on development of the pedagogical culture of parents consisted of three stages:

- The first stage was a preparatory stage; we analyzed the current state of the research problem in the pedagogical theory and practice, as well as basic legal documents that regulated the process of modernization of institutions of



supplementary education (Law "On Education of the Russian Federation" dated 09.01.2013, the National Children's Strategy for 2012-2017 dated 01.06.2012, and the Concept of Supplementary Education for Children dated 09.04.2014, etc.); we determined the techniques of the research;

- The second stage was the principal stage. The level of development of the pedagogical culture of parents was determined; testing of the "Parent School" program of development of the pedagogical culture of parents was carried out.

- The third stage was summarizing the results. An analysis of the dynamics of development of the pedagogical culture of parents was carried out; the results of the pedagogical experiment were summarized to evaluate the effectiveness of the program; research data filing and collation was carried out.

The Essence of the Notion of the Pedagogical Culture of Parents

Modern scholars define pedagogical culture of parents as a personal formation which is manifested in parents' desire to make sure that their children are properly educated and developed, in their ability to regulate and control their behavior, in creative maintenance of psycho-pedagogical knowledge, knowledge of technologies, a humanistic style of interaction with the child (Polyakova, 2010); as an integrative, systemic, personal formation which is a combination of capacity for pedagogical reflection, self-awareness, self-control, self-regulation of behavior in respect of children, ability to creatively use modern psychological and pedagogical technologies when interacting with children (Kokoeva, 2003). Within the framework of this paper we understand the pedagogical culture of parents as a developed personal formation, which manifests itself in the value-and-humane attitude to children, in creative use of pedagogical technologies, in the humanistic style of interaction with children.

Developing the structure of the pedagogic culture of parents we have identified the following interconnected and interrelated components: an information-and-content component, an emotional-and-reflexive component, and an operational-activity component (Table 1).

Table 1. The structure of the pedagogical culture of a parent

| <i>Components of the pedagogical culture of parents</i> | | |
|--|--|---|
| Information-and-content component | Emotional-and-reflexive component | Operational-activity component |
| - basic psychological and pedagogical knowledge about parenting and child development; | - unconditional acceptance of the child; | - acquiring skills and techniques of communicating with children; |
| - knowing individual characteristics of one's own child; | - an ability to understand the feelings and anxieties of the child, as well as one's own feelings and anxieties; | - relying on positive qualities of the child; |
| - knowing the ways to organize the child's activities; | - self-perception and self-awareness of oneself as a parent, reflexive abilities; | - the democratic pattern of interaction with the child; |
| - a skill to find, analyze, and select the necessary pedagogical information | - an ability to analyze one's own pedagogical development | - an ability to help and support in difficult situations; |
| | | - involvement into interpersonal relationships with others; |
| | | - pedagogical self-education |

The Stages of Developing Social Partnership Between the Family and a Supplementary Education Institution

Social partnership between the family and a supplementary education institution is understood as a kind of co-operation by means of which efforts are joined to achieve common goals; it is based on voluntary cooperation while meeting the interests of all parties; it is a mutually beneficial exchange of ideas, information, and resources resulting in positive effects shared by all participants. The main objective of the partnership of parents and supplementary education teachers is to create an educational space for harmonious development of children, increasing the educational potential of families and the pedagogical culture of parents.

Social partnership between the family and a supplementary education institution includes six consecutive stages.

The first stage is the introductory stage the aim of which is to develop parents' culture of pertaining to the educational space of the child. At this stage parents are acquainted with the history and traditions of the institution, the children's achievements, with the charter and code of conduct of the institution, its educational work schedule, the administration and teaching staff; they attend demonstration classes; they make tours around the educational institution.

The second stage is the diagnostic stage. Its aim is to study the peculiarities of the family, family upbringing, and parents' interests and requirements. At this stage parents are questioned and take part in conversations. The analysis of the results of cooperative activities of parents and children is carried out. Teachers observe the way children and parents socialize.

The third stage is the motivation-and-education stage. Its aim is to involve parents into the teacher's educational activities, to develop parents' interest in peculiarities of their child and developing the child's personality.

The fourth stage is the designing stage. At this stage the partnership partners set the objectives and tasks, determine the content of their cooperative activities.

The fifth stage is the content-practical stage. At this stage the objectives and tasks are accomplished.

The sixth stage is the evaluation-and-reflection stage. At this stage the results are summarized and evaluated; the strategy for further co-operation is defined.

The Program of Development of the Pedagogical Culture of Parents by Means of Social Partnership with a Supplementary Education Institution

The literature review on the research issue shows that the system of supplementary education for children appears to be one of the most appropriate elements in the Russian education system for formation of the pedagogical culture of parents (Sorokin, 2005).

The program of social partnership of the family and a supplementary education institution was implemented by the following means:

1. Direct involvement of parents in the educational activity: teacher-parent meetings aimed at acquainting parents with the educational process of the institution, with the objectives and results of its activities; displays of parents and children's mutual projects; involvement of parents in the work of hobby groups, clubs, and workshops; preparing events together: scripting, participation in contests; creating conditions for parent-child decision-making process; acquainting parents with the educational institution, which allowed to understand the problems the solution of which required their participation; excursions, hikes, trips, visits to theaters and museums in which parents together with children took part; creating educational projects in cooperation with the family on the basis of identification of their needs and offering support to family educational initiatives.

2. Psycho-pedagogical diagnostics of the family (preliminary, immediate, and final). The preliminary diagnostics took place when preparing teacher-parent meetings, thematic and individual counseling sessions, entertainment events, trips and excursions. The immediate diagnostics took place in case a conflict arouse between parents and children; when preparing for interviews; in dealing with problems that might arise in children interactions. The final diagnostics was carried out at the end of the school year; as a final phase of participation in different events, festivals and competitions.

3. Psycho-pedagogical education of parents. We developed an educational program called "School for Parents" taking into account parents' requirements to acquire pedagogical skills and knowledge.

The goal of the program was to develop the pedagogical culture of parents, strengthening parent-child relationship.

Tasks:

1. Developing the parent's ability to learn and understand one's child and oneself as a parent.

2. Training the parent's skill to plan one's own education route and an individual development program for the child.

3. Developing the parent's self-reflection ability based on evaluation of the child development results and self-evaluation of one's own pedagogical growth.

The anticipated results: increased involvement of parents in the educational activities of the institution of supplementary education for children; involvement of parents in the process of psycho-pedagogical education; readiness of parents to develop the qualities of a "good parent".

The developed program included teacher-parent meetings in the form of teaching studios; mutual gatherings; thematic counseling sessions aimed at discussing the most pressing issues of parenting; psycho-pedagogical lectures of invited experts in various fields (teachers, psychologists, doctors, culture and science experts, lawyers); parent conferences devoted to family education experiences exchange; readers' conferences; trainings of parent-child relationship; questions-and-answers events; round table discussions of family education problems; individual counseling for parents on parenting and effective interaction with children; conversations with parents; clubs for parents with the involvement of experts, watching videos, meetings with parents and children who have experienced certain problems; psycho-pedagogical library for parents.

4. Active participation of parents in management of the supplementary education institution: the parent council; organization of the guardianship board; public evaluation of the activities of the supplementary education institution (as mutual activity of all subjects of the educational process); activities of methodical associations of teachers and children with the involvement of parents.

Results

The Summative Stage

At the summative stage of the experiment we evaluated the level of the pedagogical culture of parents (112 parents); we summarized the experience of teachers concerning development of the pedagogical culture of parents.

The main methods of research used to define the level of the pedagogical culture of parents and its components at both the summative and control stages of the experiment were: for the information-and-content component – achievement tests; for the emotional-and-reflexive component of the pedagogical culture of parents – parental attitude questionnaire by Varga & Stolin (2001) and the reflexivity investigation technique by Karpov (2003), for the operational-activity component – parenting style questionnaire by A.G. Aidemiller and V. Yustitskis (2010).

The evaluation of the development level of the pedagogical culture was made on the basis of the summarized index of the total sum of ratings for every evaluated parameter. According to the frequency distribution of the ratings we identified the quantitative values for three levels of components of the pedagogical competence of parents: high (over 70%), moderate (30% -70%) and low (below 30%):

The analysis and summary of the results of the research techniques allowed us to determine the level of development of the pedagogical culture of parents of the experimental and control groups (Table. 2).

According to Table 2, most parents have a medium level (52.47% in the control group and 49.43% in the experimental group) and the low level (40.12% in the control group and 43.67% in the experimental group) of development of the pedagogical culture. It points out the necessity of increasing its development level.

The data obtained made it necessary to study the experience concerning development of the pedagogical culture of parents in a supplementary education institution. Data collection was carried out in the form of monitoring the activities of supplementary education institutions aimed at development of the pedagogical culture of parents by questioning teachers, conducting online surveys, analyzing sites of educational institutions, and analyzing pedagogical documentation.



Table 2. Development level of the pedagogical culture of the parents of the experimental and control groups at the summative experiment stage (%)

| Groups | <i>Components of the pedagogical culture of parents</i> | | | | | | | | | | | |
|--------------------------------|---|-------------|-------------|-----------|-----------------------------------|-------------|-----------|-------------|--------------------------------|-----------|-------------|-------------|
| | Information-and-content component | | | | Emotional-and-reflexive component | | | | Operational-activity component | | | |
| | Levels | | | | Levels | | | | Levels | | | |
| | high | medium | low | high | medium | low | high | medium | low | high | medium | low |
| Experimental group (58 people) | 12,07 чел. | 50,00 29 | 37,93 22 | 3,45 2 | 56,90 33 | 39,65 23 | 5,17 3 | 41,38 24 | 53,45 31 | 3,71 2 | 44,44 24 | 51,85 28 |
| Control group (54 people) | 12,96 чел. | 55,56 30 | 31,48 17 | 5,56 3 | 57,40 31 | 37,04 20 | 3,71 2 | 44,44 24 | 51,85 28 | 3,71 2 | 44,44 24 | 51,85 28 |

The analysis of the collected data shows that institutions of supplementary education do not carry out sufficient activities aimed at pedagogical education of parents as there are no programs to improve the pedagogical culture of parents, the material and technical facilities (hardware, family reading library, Internet resources, etc.) are not fully used, the teaching resources of the institutions are

underutilized. At the same time parents feel the need of expert help in parenting: 47% want psychological assistance, 33% need advice of a social care teacher, 20% want to consult a teacher of supplementary education. Parents are faced with the following problems: mutual misunderstanding of both children and adults (47%), unwillingness of the child to do anything (24%), disobedience (18%), poor school performance (11%). Parents tend to choose the following forms of pedagogical education: a family club (34%), interactive forms of interaction (25%), lectures on parenting (21%), and meetings with experts (20%).

Given the results of the summative experiment, we concluded that the necessary conditions for successful development of the pedagogical culture of parents are social partnership between parents and supplementary education institutions and information and methodical support of the process of developing the pedagogical culture of parents.

The Formative Stage

At the formative stage of the experiment we developed and tested the scientific and methodological materials for psycho-pedagogical support of development of the pedagogical culture of parents, represented at the scientific and theoretical level (leading ideas and basic provisions of psycho-pedagogical support for parents), content level (selection and structuring of the content of activities, methodological and practical materials for teachers and parents), and methodological level (the program for development of the pedagogical culture of parents in supplementary education institutions; preparing guidance notes for teachers and selecting diagnostic tools).

Experimental Testing of the Development Program for Development of the Pedagogical Culture of Parents by Means of Social Partnership Between Parents and a Supplementary Education Institution

To determine the development level of the pedagogical culture of parents the control and experimental groups were formed. The analysis of the experimental data showed that at the summative stage the pedagogical culture of parents of the experimental and control groups was practically of the same level.

The improvement in the level of development of the pedagogical culture in the experimental group proves the effectiveness of the program (Table 3).

The control stage of the experiment showed significant quantitative and qualitative changes in the development of the pedagogical culture of parents in the experimental group compared with the control one. The changes in the development of the pedagogical competence of parents of the experimental and control groups at the summative and control phases of the experiment are represented in Table 4.



Table 3. Pattern of change of the level of the pedagogical culture of parents (%)

| Groups | Components of the pedagogical culture of parents | | | | | | | | | | | | | |
|-----------------|--|--------|-------|-------|--------|-------|-----------------------------------|--------|-------|-------|--------|-----|--------------------------------|--|
| | Information-and-content component | | | | | | Emotional-and-reflexive component | | | | | | Operational-activity component | |
| | High | medium | low | High | medium | low | High | medium | low | High | medium | low | | |
| Summative stage | Experimental group | 12,07 | 50,00 | 37,93 | 3,45 | 56,90 | 39,65 | 5,17 | 41,38 | 53,45 | | | | |
| | Control group | 12,96 | 55,56 | 31,48 | 5,56 | 57,40 | 37,04 | 3,71 | 44,44 | 51,85 | | | | |
| Formative stage | Experimental group | 20,69 | 62,07 | 17,24 | 13,80 | 68,96 | 17,24 | 15,52 | 63,79 | 20,69 | | | | |
| | Control group | 14,81 | 57,41 | 27,78 | 7,41 | 59,26 | 33,33 | 5,56 | 46,30 | 48,14 | | | | |

Table 4. Parents of the experimental and control groups and their level of the pedagogical culture at the summative and control stages of the experiment (%)

| Development levels of the pedagogical competence of parents | Stages of the experiment | | | |
|---|--------------------------|---------------|--------------------|---------------|
| | Summative stage | | Control stage | |
| | Experimental group | Control group | Experimental group | Control group |
| Low | 43,67 | 40,12 | 17,24 | 36,42 |
| Medium | 49,43 | 52,47 | 64,94 | 54,32 |
| High | 6,9 | 7,41 | 16,67 | 9,26 |

The figures represented in the table indicate that parents of the control group did not have significant changes in the development of the pedagogical competence. The parents of the experimental group had quite significant changes in the levels of development of their competence in the child's upbringing.

Using Fisher's ratio test differences in the levels of development of the pedagogical culture of parents of the experimental and control groups were tested at the control stage of the pedagogical experiment. Comparing $\varphi_{\text{эмп}}$ and $\varphi_{\text{кп}}$ indicators leads to the conclusion that the differences in the development of the pedagogical culture of parents in the experimental and control groups were statistically significant.

Discussion

The issue of the pedagogical culture of parents is studied by I.V. Grebennikov (1986), Yu.A. Levkov (1986), L.G. Petryavskaya (1999), V.Ya. Titorenko (1987), S.N. Tokareva (1989) who share the opinion that the basis for family education improvement is developing the pedagogical culture of parents, including consistent psycho-pedagogical education. Specific techniques of working with parents are described by T. Gordon (1997), H. Jainot (1986), R. Dreykus and V. Zoltz (1986), R. Berk and R. Herron (2001), E.I. Zhdakaeva (2001), M. Kipnis (2008), R.V. Ovcharova (2003) have developed their own programs of working with parent groups. However, the level of the pedagogical culture of many parents remains low, which has a negative effect on the results of their parenting activity and is manifested in the low level of social training of children.

Conclusion

According to the results described in the article, work on development of the pedagogical culture of parents is more effective if it is done in the form of social partnership between the family and a supplementary education institution. Partnership is the most productive way as it implies more comprehensive and long-term involvement of parents into solution of social and educational problems. A supplementary education teacher should understand that partnership relations with the family are possible if the following conditions are met: respect for the family, humanism in cooperation with the family which implies relying on positive qualities of parents and children; adhering to subject-subject relations with parents. The willingness of parents to partnership includes the following: a positive attitude to the supplementary education institution, the desire to take part in its activities and events; interest in the

education quality and outcomes; an ability to assess their own capabilities, to carry out dialogue communication with teachers; understanding their role in the process of cooperation with the educational institution.

The article can be of practical value to teachers and psychologists of educational institutions.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Venera G. Zakirova is PhD Professor, Head of the Department of Pedagogy and Methodology of Primary Education of the Institute of Psychology and Education, Kazan (Volga region) Federal University, Kazan, Russia.

Ekaterina L. Nikitina is Associate Professor of Vyatka State University, Kirov, Russia.

References

- Aidemiller, A. G. & Ustitskis, V. (2010). *Family psychology and psychotherapy*. Saint Petersburg: Peter, 672 p.
- Arnautova, E. P. (2012). Planning work of a pre-school educational institution with the family. *Pre-school educational institution management*, 4, 12-18.
- Berk, R. & Herron, R. (2001). *Up-brining based on common sense*. Saint Petersburg: Ves, 176 p.
- Dreikurs, R. & Zolts, V. (1986). *Your child's happiness*. Moscow: Progress, 240 p.
- Gordon, T. (1997). *Increasing parental effectiveness*. Ekaterinburg: ARD LTD, 228 p.
- Grebennikov, I. V. (1986). *Pedagogic universal education of parents*. Moscow: Znanie, 79 p.
- Jainot, H. (1986). *Parents and children*. Moscow: Progress, 96 p.
- Karpov, A. V. (2003). Reflexiveness as a psychological attribute and its diagnostic techniques. *Psychology Journal*, 4(5), 45-57.
- Khyamyalyainen, Yu. (1993). *Parent education: concepts, trends, and prospects*. Moscow: Prosveshchenie, 112 p.
- Kipnis, M. (2008). *Family relationship coaching*. Moscow: Os, 144 p.
- Kokoeva, A. T. (2003). *Developing the pedagogic culture of parents*: PhD Thesis. Vladikavkaz: North Ossetia State University named after K.L.Khetagurov, 243 p.
- Kulchitskaya, I. Yu. (2005). *Developing the pedagogic culture of parents in an institution for supplementary education*: PhD Thesis. Stavropol: North Caucasus State Technical University, 169 p.
- Levkov, Yu. A. (1986). *Developing the pedagogic culture of parents*. Irkutsk: Raduga, 125 p.
- Lodkina, T. V. (2003). *Social pedagogy*. Moscow: Akademia, 192 p.
- Nedvetskaya, M. N. (2011). *Theory and practice of organisation of pedagogic school and family interaction*. Moscow: Perspektiva, 152 p.
- Ovcharova, R. V. (2003). *Psychological follow-up of parenthood*. Moscow: Psychotherapy Institute, 319 p.
- Petryavskaya, L. G. (1999). *Parent education and the school*. Moscow: VLADOS, 120 p.
- Polyakova, L. V. (2010). *Preparing a future teacher to development of parents' pedagogic culture: PhD Thesis*. Volgograd. Volgograd State Pedagogic University, 174 p.

- Sorokina, E. N. (2005) *Development of the pedagogic culture of parents in the system of institutions for supplementary education of children*: PhD Thesis. Nizhny Novgorod: Dobrolyubov State Linguistic University of Nizhny Novgorod, 338 p.
- Titarenko, V. Ya. (1987). *The family and personality development*. Moscow: Mysl', 351 p.
- Tokareva, S. N. (1989). *Social and Psychological aspects of family education*. Moscow: Moscow State University, 79 p.
- Varga, A. Ya. & Stolin, V. V. (2001). *The test on parental attitude. Psychological tests*. Moscow: Prosveshchenie, 30 p.
- Vasil'eva, L. E. (2007). *Development of the pedagogic culture of parents as a factor of improving quality of education at rural school*: PhD Thesis. Cheboksary: The Chuvash state university named after I. N. Ulyanov, 210 p.
- Zhdakaeva, E. I. (2001). *A path to a happy family*. Saint Petersburg: Rech, 119 p.