

**METHODS FOR THE STUDY OF FAMILY UPBRINGING TRADITIONS IN
TEACHING PRESCHOOL CHILDREN**

**MÉTODOS DE ESTUDO DAS TRADIÇÕES DE EDUCAÇÃO FAMILIAR NO ENSINO
DE CRIANÇAS EM IDADE PRÉ-ESCOLAR**

**MÉTODOS PARA EL ESTUDIO DE LAS TRADICIONES DE CRIANZA FAMILIAR EN
LA ENSEÑANZA DE LOS NIÑOS EN EDAD PREESCOLAR**



Natalya AGRE¹
e-mail: nat.v.agre@mail.ru



Irina LYKOVA²
e-mail: lykova.i.a@mail.ru



Aleksey MAYER³
e-mail: m000r@yandex.ru



Diana MASHKOVA⁴
e-mail: diana@azbukasemi.ru

How to reference this paper:

AGRE, N. V.; LYKOVA, I.; MAYER, A.; MASHKOVA, D.
Methods for the study of family upbringing traditions in teaching
preschool children. **Nuances: Estudos sobre Educação**, Presidente
Prudente, v. 34, n. 00, e023009, 2023. e-ISSN: 2236-0441. DOI:
<https://doi.org/10.32930/nuances.v34i00.10182>



| **Submitted:** 15/07/2023

| **Revisions required:** 22/09/2023

| **Approved:** 16/10/2023

| **Published:** 28/11/2023

Editors: Prof. Dr. Rosiane de Fátima Ponce
Prof. Dr. Paulo César de Almeida Raboni

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

¹Institute for the Study of Childhood, Family, and Education of the Russian Academy of Education, Moscow – Russia. Director.

²Institute for the Study of Childhood, Family, and Education of the Russian Academy of Education, Moscow – Russia. Doctor of Pedagogical Sciences. Associate Professor. Chief Researcher of the Fundamental and Applied Research Laboratory.

³State Humanitarian and Technological University, Orekhovo-Zuyevo, Moscow region – Russia. Professor of the Department of Pedagogy of Primary and Preschool Education. Doctor of Pedagogical Sciences. Associate Professor.

⁴Institute for the Study of Childhood, Family, and Education of the Russian Academy of Education, Moscow – Russia. Candidate of Philological Sciences. Specialist of the Center for Methodological Support.

ABSTRACT: The reported study aims to develop and test a comprehensive methodology entitled "Study of Family Education Traditions." Within the axiological approach, the authors employ a set of methods, including interdisciplinary analysis of family education traditions, analysis of the art history of works addressing the theme of family, classification of family education traditions, and modeling support for the family education of children from birth to adulthood based on the strengthening of family education traditions. The authors conclude on the appropriateness of developing a comprehensive diagnostic complex and a methodological guide for the study of family education traditions, which will enable educators to competently design and effectively implement targeted support for family education, taking into account the rules of a specific family.

KEYWORDS: Axiological approach. Variability. Integrated research methodology. Scientific research methods. Traditions and family values.

RESUMO: *O objetivo do estudo relatado é desenvolver e testar uma metodologia abrangente "Estudo das tradições de educação familiar". No âmbito da abordagem axiológica, os autores empregam um conjunto de métodos, incluindo análise interdisciplinar das tradições de educação familiar, análise da história da arte de peças de arte que tratam do tema da família, classificação das tradições de educação familiar e modelagem de apoio à família. educação das crianças desde o nascimento até a idade adulta com base no fortalecimento das tradições de educação familiar. Os autores concluem sobre a conveniência de desenvolver um complexo diagnóstico e um navegador de métodos para o estudo das tradições de educação familiar, que permitirá aos educadores projetar com competência e realizar de forma eficaz o apoio direcionado à educação familiar, levando em consideração as tradições de uma família específica.*

PALAVRAS-CHAVE: *Abordagem axiológica. Variabilidade. Metodologia de investigação integrada. Métodos de investigação científica. Tradições e valores familiares.*

RESUMEN: *El objetivo del estudio presentado es desarrollar y probar una metodología integral "Estudio de las tradiciones de educación familiar". En el marco del enfoque axiológico, los autores emplean un conjunto de métodos, incluido el análisis interdisciplinario de las tradiciones de crianza familiar, el análisis de la historia del arte de obras de arte que tratan el tema de la familia, la clasificación de las tradiciones de crianza familiar y la modelización del apoyo a la familia. Crianza de los niños desde el nacimiento hasta la edad adulta basada en el fortalecimiento de las tradiciones de crianza familiar. Los autores concluyen sobre la conveniencia de desarrollar un complejo de diagnóstico y un navegador de métodos para el estudio de las tradiciones de crianza familiar, que permita a los educadores diseñar de manera competente y realizar de manera efectiva un apoyo específico a la crianza familiar teniendo en cuenta las tradiciones de una familia específica.*

PALABRAS CLAVE: *Enfoque axiológico. Variabilidad. Metodología de investigación integrada. Métodos de investigación científica. Tradiciones y valores familiares.*

Introduction

The relevance of research on family education traditions is related to the global transformation of the family institution and, consequently, the shift in stable models of family education. This transformation is determined by cultural and historical factors, along with the logic of the self-development of the family as a social institution (AKUTINA, 2009; ALIKHANOVA, 2021). Trends highlighted in family education include a transformation of family traditions and values, the nuclearization of the family, and a formal nature of support for family education within the educational system.

To establish the focus of this study, we must first define the critical concepts considered in the article. Tradition is a mechanism for preserving and transmitting values as guidelines that unite family members through a shared worldview, beliefs, methods, and coexistence mechanisms. The key factor in forming family education traditions is the sociocultural environment (of the family) as a system of conditions for the interaction of subjects, namely family members (clan), based on a community of values. Values are understood as a supra-natural phenomenon encompassing an individual's relationships with the world around them and themselves (BUGAKOVA, 2021; DEMENTEVA, 2004).

Family traditions (from Latin *traditio* – delivering up, record, *convention*) encompass a multitude of perceptions, rituals, habits, and skills of practical and public activity transmitted from generation to generation, serving as one of the regulators of family relationships. Family traditions cultivated and tested over generations are valuable in an ethnographic, cultural, and sociopsychological sense.

Family values refer to ideas, elements, phenomena, and meanings that have value for the family as a collective entity shared by each member. Values direct, organize, and guide the family's lifestyle and activity as expressions of the motivational and need sphere. Additionally, they play a fundamental role as the foundation for understanding and evaluating objects and phenomena, providing a common viewpoint shared by all members, including across different generations.

Family education traditions constitute an intrinsic part of conscious and responsible parenthood. Contemporary studies consider these traditions as value-based foundations for child-rearing, enabling the continuity of socialization for the younger generation (DIULDINA, 2013; SVADBINA, 2000). A crucial characteristic of family education traditions is their integrative, serving as the basis and mechanism for education within intergenerational ties and the transmission of ancestral memory.

The need to investigate family education traditions in all their significance, diversity, variability, and transformability underscores the quest for new methods and the systematization of existing processes at the theoretical and practical levels of research. Theoretical and empirical research methods on family education traditions enable the organization, generalization, theologization, and classification, to some extent, of the entire variety of ideas, principles, approaches, methods, forms, and means of upbringing used by a modern family in educating a child (DEMENTEVA, 2015; KAMYSHOVA; KOCHETKOV; RODIONOVA, 2021).

Modern science defines the concept of method as follows: 1) an effective way to achieve a strategic goal; 2) a set of techniques and actions (operations) aimed at mastering reality by a specific person or group of people (mastery can be theoretical or practical). The choice and application of a method presuppose that the subject possesses the following competencies: 1) the ability to develop goals (culture of goal-setting and definition); 2) the ability to develop a plan as a sequence of actions (stages, steps, operations) and act according to the outlined plan; 3) readiness to model and design various situations to predict the results of the activity and identify possible risks. The concept, goals, and objectives of that research determine the system of research methods employed in a study.

Hegel interpreted the method as a universal tool that binds the subject and the object of knowledge. Hegel argued that the movement of consciousness is an ascent from the abstract to the concrete. Each stage in the dialectical process contains all preceding stages, reproducing them at a new, higher level, and anticipates all future stages (HEGEL, 1997). The key idea in the doctrine of the method, according to Leshkevich, is the idea of the "right path" (LESHKEVICH; MOTOZHANETSA, 2022). Mastery of the method implies the ability to correlate a specific situation with the goals and objectives of the work, readiness to choose the most effective actions to overcome or alter the current situation, and the ability to analyze one's actions and evaluate the achieved result.

Methods

To meet the outlined research objectives, a **comprehensive methodology called "Study of Family Education Traditions"** was developed (Table 1), which encompasses a set of research methods and procedures for accomplishing the proposed tasks. Table 1 below summarizes scientific methods' characteristics and the results obtained through them in the study of family education traditions.

Table 1 – Comprehensive methodology "Study of family upbringing traditions"

No.	Research methods	Achieved results of the study
1	Interdisciplinary scientific analysis of 300 literary sources in the spheres of philosophy, sociology, cultural studies, pedagogy, and psychology	Grouping of the interpretations of family upbringing traditions as a concept in the framework of 10 scientific approaches, including axiological, hermeneutic, integrative, cultural-historical, culturological, ontological, psychometric, synergetic, sociocultural, and existential
2	Terminological analysis	A thesaurus including over 40 concepts and definitions disclosing the essence and specifics of family upbringing traditions, including the concepts of family, family traditions, family values, family upbringing, family relationships, relationship style, family roles, family lifestyle, and evolution of the family
3	Thematic analysis of different types (genres, styles) of artistic works	Summarize the image of a modern Russian family embodied by means and in the language of different types of art (literature, cinema, theater, painting, graphics, sculpture, folk arts and crafts, photography, etc.)
4	Focus group method	The study of family upbringing traditions given the specifics of respondent groups, which allows identifying and analyzing the relationship between traditions characteristic of a particular social group (ethnocultural, regional, professional, etc.) and the rules of an individual family
5	Expert method	The study of family upbringing traditions by authoritative specialists based on scientific analysis of the problem with a qualitative and/or quantitative assessment of the opinions and formalization of the results of individual opinions
6	Survey methods: - Questionnaire - Interviews	Representative empirical data to establish the relationship between family traditions and family upbringing traditions and investigate the mechanisms (channels) of preservation and translation of family traditions
7	Monographic (biographical) method	Exclusive materials (essays, diaries, letters, and other sources) that provide reliable first-hand information about the traditions of families and family upbringing
8	Pedagogical expedition	The method addresses the following tasks: 1) identifying reliable information sources in the field (natural) conditions with consideration of regional features; 2) obtaining objective information from its immediate carriers; 3) collecting diverse research material in a short time. The method is flexibly combined with focus groups. Ethno-pedagogical materials covering the specificity of family upbringing traditions depending on the traditions of the people (ethnicity) or other social groups (based on the materials of upbringing in a Cossack family and in the families of indigenous peoples of the North)

9	Diary method (diaries kept by mothers, fathers, grandmothers, and grandfathers raising children in the family)	Materials recorded by the respondents objectively demonstrate the unique features of stable child upbringing traditions in the given family (family diaries of child upbringing and development)
10	Classification (grouping, systematization) of research materials	A successfully developed and tested new research instrument – a socio-psychological classifier of family upbringing traditions relying on 15 classification bases
11	Pedagogical modeling	A successfully developed and tested variation model of socio-pedagogical support for family upbringing, including technologies based on family traditions
12	Scientific forecasting	A description of the desired future, including the ideal image of the family (a two-parent, prosperous, harmonious, multigenerational family raising three or more children) that preserves and transmits to the next generations the traditions and values of the Russian people

Source: Elaborated by authors

The described research methods above provided the opportunity to analyze, organize, summarize, typology, and classify the variety of ideas, principles, approaches, procedures, forms, and means of upbringing used in a child's education within the family, constituting the essence of family education traditions (ANDERSTAF; LECUSAY; NILSSON, 2021; LYKOVA; MAYER, 2022; MAYER; SHESTAKOVA, 2022).

Results and Discussion

Within this study's scope, each method's research potential to investigate family education traditions was assessed. Below, the results of the conducted research will be presented (ANUNCIACÃO; PESSOA; JAMIL, 2021; ARTIUKHINA, 2017; GAI-VORONSKAIA, 2008; KAMYSHOVA; KOCHETKOV; RODIONOVA, 2021; MAYER; SHESTAKOVA, 2022).

Focus groups, including individual modifications of this method (such as natural focus groups), gathered information through direct interaction with the target audience. This study conducted three field expeditions involving participants from multigenerational families living together, maintaining a typical household, and participating in children's education. Thus, in their natural conditions, the studied focus groups maximized the ecological validity of the results, essentially representing a typical carrier of the processes and their properties (family education traditions and their transformations) under investigation.

The expert method fundamentally involves the analysis of the problem by authorized experts, followed by a qualitative and quantitative assessment of the results of individual opinions. Expert reviews are generally applied in less formalized areas that lack quantitative

methods. Procedures such as classification, evaluation, selection, and comparison with a specific norm allow for the organization and structuring of research information.

This study applied the expert method to analyze optimal criteria for studying family education traditions. The content of family education traditions was clarified through the synthesis of opinions from 12 leading experts in the field of education (educators, psychologists, sociologists, and university professors of pedagogy).

Research methods such as questionnaires, interviews, discussions, and expert surveys were extensively employed at all stages of data collection on family education traditions. These methods provided raw data representing the research problem at the empirical level and assessed the quality of initial information through manageable questions and expert judgments. The uniqueness and value of the research lie in the fact that it significantly complements and expands the data collected during document analysis and direct observations. Furthermore, the research enhances opportunities for understanding processes' nature, essence, and consequences, including considering the subjective component.

Throughout the investigation into family education traditions, particular focus was placed on parental criticisms and attitudes toward existing values and practices, as well as the potential for changes in the life of a specific family and child-rearing. The primary method used in a large-scale survey was a specially designed *questionnaire* to study the factors of emergence and change, the mechanisms of accumulation and transmission, and the content characteristics of family education traditions.

The logic of the study predetermines the variable nature of the questionnaire. In the pilot phase, materials were collected in focus groups using a questionnaire comprising 35 questions. This research involved 288 parents residing in eight federal entities of the Russian Federation. In the exploratory phase of the research, the questionnaire was reduced to 15 questions, optimizing the research procedure and scaling the results. The large-scale diagnostic study was conducted in the territory of the Russian Federation from October 10 to 17, 2022. The sample consisted of 3,301 parents (or individuals *in loco parentis*) raising children aged 3 to 8, residing in 50 federal entities of Russia.

The material obtained in the initial research allowed the concretization of the leading research directions. Subsequent study of family education traditions involved a modification of research methods - interviews combined with the method of social stories, which enables tracking the transformation of family education traditions on the scale of the life course of a specific family, including at the level of intergenerational change.

The monographic (biographic) method in the study of family education traditions is considered complementary to our research, as it focuses on the subjective experiences, behaviors, and actions of an individual and their family, as well as the understanding and reflection on their life journey (GAI-VORONSKAIA, 2008). However, the monographic method is beneficial for studying the dynamics of social phenomena, norms, and values through the lens of individuals' or families' personal experiences (GAI-VORONSKAIA, 2008, p. 50). The value of this method lies in the study of the individual's life journey in the family and their introspection on the values and traditions that are created, transmitted, transformed, and developed in the context of generational changes and their interaction.

Life stories and family history are considered in the study as a form of the biographic method. A kind of "favorable social form" (GAI-VORONSKAIA, 2008, p. 48) is the experience of creating a specific family shaped by a system of particular values. This attention to the personal life journey of the subject provides insights into the space of social changes in the family under the influence of sociocultural changes and personal upbringing experiences.

The combination of objectivity expressed through research methods and the quest for verified information and subjectivity, manifested in individual interpretations of events, represents the strength of the monographic (biographic) approach in analyzing family education traditions. This method sheds light on the influence of long-term factors initially embedded in the research strategy, providing the opportunity to construct a specific portrait of values and traditions in a family, its upbringing experience, and its life journey.

The diary method, in turn, extracted qualitative information from parents and grandparents who maintained a diary, notebook, or album as agreed with the researchers. In addition to providing qualitative data, this method incorporated a longitudinal research approach, as participants kept records over a specific period, usually at least one year.

Study participants documented all interactions with their children using an extraordinary diary or similar instruments. The resulting materials objectively reflect the peculiarities of child-rearing traditions in the specific family, providing an in-depth insight into these processes through family diaries of upbringing and child development.

The socio-pedagogical support model for family upbringing, grounded in family values and traditions, is structured in stages and support technologies that reflect the interaction between specialists and families in the educational sphere.

Within the scope of this study, socio-pedagogical support for family upbringing is defined as the interaction of the teacher (or specialist) with parents, aiming to unlock the

family's upbringing potential and create conditions to enhance the effectiveness of its upbringing function. Table 2 presents the directions, forms of organization, and sociopedagogical support technologies for family upbringing.

Table 2 – Directions, Forms of Organization, and Sociopedagogical Support Technologies for Family Upbringing

Directions of socio-pedagogical support for family upbringing					
1	2	3	4	5	6
Assistance	Consulting	Provision	Support	Information	Education
Forms of organization of support for the family in raising the child(ren)					
State			Non-state		
Public-private partnership			Public (non-profit)		
Technologies of socio-pedagogical support for family upbringing					
Individual	Differentiated (subgroup)	Collective (group) – for the upbringing of children of a certain age		Mass – on the scale of a settlement, region, ethnic group, or constituent entity of the Russian Federation	

Source: Elaborated by authors

The *Directions of Sociopedagogical Support* can be implemented through various *Forms of Organization*. For example, assistance and consultancy can be provided by both state and non-state entities. *Different Support Technologies* can be applied within each *Direction* and organized through various *Forms of Organization*. For instance, state and non-state organizations can offer individual assistance involving different technological approaches.

In summary, Table 2 illustrates how support for family upbringing can be provided, considering the directions, forms of organization of this support, and the technologies employed. It provides a comprehensive view of possible combinations and approaches to support family upbringing traditions.

To analyze educational and pedagogical situations by teachers and determine the focus of socio-pedagogical support, a classifier of socio-pedagogical support technologies for family upbringing was developed (Table 3).

Table 3 – Classifier of Sociopedagogical Support Technologies for Family Upbringing

Parameters (bases) of classification	Options of socio-pedagogical technologies for the organization of targeted support for family upbringing
By types of family	One-child, small multi-child (up to and including three children), large multi-child (more than three children)
By family upbringing style	Authoritarian, democratic, liberal, patronizing, alienating, chaotic
By types of influence	Support, provision, assistance, counseling
By duration of impact	Short-term, long-term
By predominant mechanisms of impact	Social, psychological, pedagogical, psycho-pedagogical, socio-pedagogical

In terms of content (considering individual family needs; orientation to specific traditions of family upbringing)	The primary content of upbringing and development embedded in the specific tradition: physical, emotional, socio-communicative, intellectual, ecological, including natural scientific, artistic and aesthetic, engineering and technical, labor, pre-professional (including vocational guidance and training) and professional, civil-patriotic, and spiritual and moral education
By family-orientedness	Individual, subgroup, group
By outcomes	Support, autoionizing, crisis (intervention)

Source: Elaborated by authors

The provided classifier enables teachers to systematize, group, and select socio-pedagogical technologies according to the following classification parameters:

- Methodological approach: Systemic, person-centered, values-based, humanistic, comprehensive, etc.);
- Target orientation: Informational, operational, heuristic, self-study, artistic, spiritual, and moral);
- Means of impact: Support, provision, assistance, consultancy;
- Duration of impact: Long and short term;
- Content: Depending on the demands and needs of society and individuals and the traditions of the educational institution, family upbringing, and established order in the school;
- The primary type of socio-pedagogical activity: Search, research, project, game, communicative, and artistic technologies;
- Predominant impact mechanisms: Educational, social, pedagogical, psycho-pedagogical, socio-pedagogical.

Final considerations

As a result of the conducted theoretical and empirical study, a comprehensive methodology for analyzing family upbringing traditions was developed and tested. The designed system of methods allows for showcasing the evolution of family upbringing traditions in the modern family, discovering their essence and characteristics, systematizing and classifying the wide variety of family upbringing traditions, scientifically substantiating the relationship between family traditions and values, and verifying the existence of the demand for socio-pedagogical support from parents in raising children from birth to adulthood.

The obtained results serve as a foundation for identifying and classifying parents' ideas about the role of traditions and values in family upbringing, being a crucial factor in organizing the interaction between teachers and families. The research findings will be utilized in

developing a variation model of socio-pedagogical support for parents in raising children based on family values and traditions.

REFERENCES

- AKUTINA, S. P. K problem e klassifikatsii semeinykh dukhovno-nravstvennykh tsennostei [On the problem of moral and spiritual family values classification]. **Izvestia: Herzen University Journal of Humanities & Sciences**, [S. l.], n. 94, p. 9–15, 2009.
- ALIKHANOVA, R. A. Psikhologo-pedagogicheskaia kharakteristika tsennostei semi [Psychological and pedagogical characteristics of family values]. **Economical and Humanitarian Researches of the Regions**, [S. l.], n. 6, p. 12–15, 2021.
- ANDERSTAF, S.; LECUSAY, R.; NILSSON, M. Sometimes we have to clash': how preschool teachers in Sweden engage with dilemmas arising from cultural diversity and value differences. **Intercultural Education**, [S. l.], v. 32, n. 3, p. 296–310, 2021. DOI: 10.1080/14675986.2021.1878112.
- ANUNCIACÃO, P. F.; PESSOA, C. M.; JAMIL, G. L. (ed.). **Handbook of research on digital transformation and challenges to data security and privacy**. IGI Global, 2021. 529 p. DOI: 10.4018/978-1-7998-4201-9.
- ARTIUKHINA, V. A. Oprosnye metody izucheniia obshchestvennogo mneniia: Vozmozhnosti i ogranicheniia [Survey methods for studying public opinion: Opportunities and limitations]. **Sociology in the Modern World: Science, Education, Creativity**, [S. l.], v. 1, n. 9, p. 132–135, 2017.
- BUGAKOVA, T. A. Analiz fenomena semeinykh traditsii v sotsialno-gumanitarnykh naukakh [Analysis of the phenomenon of family traditions in the social sciences]. **Human. Science. Socium**, [S. l.], v. 4, n. 8, p. 107–128, 2021.
- DEMENTEVA, I. F. Transformatsiia tsennostnykh orientatsii v sovremennoi rossiiskoi seme [Social values transformation in the contemporary Russian family]. **RUDN Journal of Sociology**, [S. l.], n. 1, p. 150–160, 2004.
- DEMENTEVA, I. F. (ed.) **Semeinoe vospitanie v sovremennoi Rossii: Sostoianie i strategiia razvitiia** [Family upbringing in modern Russia: Current status and development strategy]: Collective monograph. Moscow: Institute for Family and Upbringing of the Russian Academy of Education, 2015. 194 p.
- DIULDINA, Z. Semeinye tsennosti i traditsii kak osnova osnov rossiiskogo obshchestva i gosudarstva [Family values and traditions as the backbone of Russian society and state]. **Vlast**, [S. l.], n. 11, p. 97–100, 2013.
- GAI-VORONSKAIA, A. L. Biograficheskii metod i ego evristicheskie vozmozhnosti v sotsiologicheskikh issledovaniiax [Biographic method and its heuristic potential in sociological research]. **Filosofia i sotsialnye nauki: nauchnyi zhurnal**, [S. l.], n. 1, p. 47–51, 2008.

HEGEL, G. V. F. **Nauka logiki** [Science of logic]. St. Petersburg: Nauka, 1997. 352 p.

KAMYSHOVA, E. V.; KOCHETKOV, V. V.; RODIONOVA, D. A. Primenenie oprosnnykh metodov v issledovanii sotsialnoi ekskliuzii mnogodetnykh semei v Rossii [Application of survey methods in the study of social exclusion of large families in Russia]. *In*: SAVINOV, L. I. (ed.). **Proceedings of the Interregional Scientific and Practical Conference**. Saransk: IE Afanasev V. S., 2021. p. 36.

LESHKEVICH, T.; MOTOZHANETSA, A. Social perception of artificial intelligence and digitization of cultural heritage: Russian content. **Applied Sciences**, [S. l.], v. 12, n. 5, art. n. 2712, 2022. DOI: 10.3390/app12052712.

LYKOVA, I. A.; MAYER, A. A. Sistematizatsiia traditsii semeinogo vospitaniia: Sotsialno-pedagogicheskii klassifikator [Systematization of family education traditions: A socio-pedagogical classifier]. **Science for Education Today**, [S. l.], v. 12, n. 5, p. 200–224, 2022. DOI: 10.15293/2658-6762.2205.11.

MAYER, A. A.; SHESTAKOVA, O. A. Metodika analiza transformatsii traditsii semeinogo vospitaniia (po materialam oprosa roditelei) [Methodology for analyzing the transformation of family education traditions (based on a survey of parents)]. **Vestnik of State University of Humanities and Technology**, [S. l.], n. 3, p. 57–68, 2022.

SVADBINA, T. V. **Semia i rossiiskoe obshchestvo v poiske obnovleniia** [Family and Russian society in search of renewal]: Monograph. Nizhny Novgorod: Nizhny Novgorod State Pedagogical University, 2000. p. 78.

CRediT Author Statement

Acknowledgements: Not applicable.

Funding: The materials of the article are prepared in the framework of the research project "Changes in the traditions of family upbringing and effective technologies of socio-pedagogical support of family upbringing of a child" (state registration No. 122041900216-8. Founder's cipher/code: IMLY-2023-0003).

Conflicts of interest: Authors declare no conflict of interest.

Ethical approval: Not applicable.

Data and material availability: Interested parties seeking access to the data and materials can contact the authors for further information and assistance.

Authors' contributions: All authors contributed equally.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

