

Psychological readiness for fatherhood: Theoretical analysis

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Abstract: The article presents a review of theoretical studies devoted to the problem of fatherhood and, in particular, the psychological readiness of young people to adopt the parental role. It is noted that in the context of multiple socio-cultural transformations of our time, the institutions of family and parenthood are one of the first one to undergo significant changes. The current trend towards moving away from traditional attitudes and reorientation of gender roles in the sphere of family relations leads to variability of fatherhood, rethinking the role of a man in raising children, and the emergence of new fatherhood practices. It is shown that the significance of paternal interaction with a child and, at the same time, the value of fatherhood for the personal development of a man himself are difficult to overestimate, while the issue of developing psychological readiness for parenthood and ways to optimize paternal activity have not been sufficiently developed in scientific psychology. This problem is a contradiction between the social demand for harmonious upbringing of a child in a healthy family and insufficient understanding of fatherhood as a holistic social phenomenon that requires a deep study of external and internal determinants that determine a man's psychological readiness for parenthood.

Keywords: *Determinants of paternal behavior, Fatherhood, Modern fatherhood, Paternal involvement, Psychological readiness for fatherhood, Traditional fatherhood.*

1. Introduction

The relevance of the presented topic is due to the fundamental changes in the institution of the family, dictated by the general context of the socio-cultural development of modern society. Over the past decades we have been observing the rapid dynamics of global processes affecting absolutely all spheres of human life, and in this flow of transformations the sphere of personal and marital-family relations turns out to be the area that is the most sensitive to external influences. Those trajectories of social development, determined by the specifics of the post-industrial era and the culture of postmodernism with their variability of social realization of the individual and the liberalization of views on interpersonal relations, were directly extrapolated to the field of family relations, including both structural and substantive aspects of the institution of parenthood. At the present stage the state of the family institution, both in Russia and abroad, is assessed as a crisis, as evidenced by the indicators of demographic processes. Statistics of recent decades record a steady trend towards a decrease in the birth rate, an increase in the number of divorces, the autonomy of motherhood and fatherhood from marital relations, an increase in the number of single-parent families (primarily maternal), the spread of childfree marriages, etc. This situation is becoming the subject of close study not only in the academic community but also at the level of socio-political and legislative discourse. Is the decline in the birth rate and the emergence of new parenting practices a response to socio-economic transformations or is this process conditioned by biological, historical, and psychological prerequisites? How great is the influence of global trends, reinforced by the socio-economic difficulties of adaptation to life's realities and a sense of uncertainty about the future, on the formation of reproductive attitudes and family values of the younger generation? There are more questions than answers, however, it is obvious that in modern

conditions the institution of the family is undergoing crisis changes characterized by transformations of all subsystems of the family hierarchy: parental/spousal, child-parent, grandparent, etc. At the same time, within the framework of the institutional crisis of the modern family a tendency towards a departure from the traditional type of family relations to an egalitarian, partnership model of the family is clearly visible. This is expressed in the reduction of patriarchy with the simultaneous masculinization of women, the shift of gender roles and the redistribution of parental functions between mothers and fathers, the pluralism of marital and parental models due to the variability of the organization of family life, the separation of parenthood from marriage and kinship, which contradicts the usual, stereotypical ideas about the traditional, monogamous nuclear family.

Considering the modern family within the framework of the crisis concept of its development, the issue of the need to preserve and strengthen the family as the main social institution is actualized. The problems of marriage, childhood and parenthood have always occupied one of the leading places in the research field of psychological and social sciences, and today, in the context of postmodern trends, they are acquiring a new meaning. It should be noted that for a long time, the main research interest in the field of parent-child relationships was focused on the study of the problems of motherhood and childhood. The phenomenon of fatherhood was not widely developed in psychology for a long time, the reason for which was probably the influence of Freudian views, consisting in the abolition of the importance of the father's image in the formation and development of a child's personality. It is known that Z. Freud himself, and later his followers (J. Bowlby, M. Ainsworth, etc.), argued that for the normal development of a child, the key importance is the relationship with the mother, the presence of a secure attachment to her, especially in early childhood; the role of the father acquires significance in the later periods of childhood. However, over the past decades the situation has begun to change. Considering that fatherhood, unlike motherhood, is determined to a greater extent not only and not so much by biological factors as by social, cultural and personal factors, the modern context makes its own amendments to the understanding of the role of the father not only in the life of the child but also as a component of self-development and the formation of the personality of the man himself. Such a request has actualized the problem of fatherhood in psychology and sociology calling for a rethinking of the status of the father in the context of new socio-cultural realities and the transformation of the gender role system. At the moment, the psychology of fatherhood is in the stage of accumulating scientific material, a single generally accepted conceptual model of fatherhood has not been developed. However, a fairly large number of narrowly focused studies have been conducted, allowing for the formation of a theoretical basis for the phenomenon of fatherhood. Thus, in our opinion, the most interesting studies are those on the relationship between paternal influence on the motivational and value sphere of parenting in men [18], the dependence of spouses' behavior in a conflict on the perception of the image of parents [18], the influence of the parental family on psychological readiness for fatherhood [13], problems of parent-child relationships [4; 15; 18], aspects of men's satisfaction with the role of a father [18], the emotional development of children under conditions of paternal deprivation [3], problems of psychological and pedagogical factors influencing the formation of psychological readiness for fatherhood [5], etc.

With all the diversity of existing studies related to the problem of fatherhood, their inadequacy and the need for further in-depth study of the phenomenon is identified in order to systematize the available data and form a general concept of fatherhood covering such aspects as: determinants and mechanisms of fatherhood formation, the structural model of fatherhood and its typology in modern conditions, factors ensuring the personal, psychological readiness of a man to become a father and etc. Currently, the problem of fatherhood in science is marked by two main trends. On the one hand, there are crisis tendencies associated with the unpreparedness of many men to accept and implement the role of a father. And in this regard, the problem of "fatherhood inflation" is becoming more relevant in psychology caused by the infantilism of men, their unwillingness to take responsibility for a child. On the other hand, in recent years the trend towards the so-called "new", "involved fatherhood" has been actively developing, when for males the birth of children, marriage, family relationships acquire the

greatest value and an opportunity for self-realization through the conscious acceptance of the role of a father and responsibility for the upbringing and socialization of children. Such contradictions characterizing the state of modern fatherhood only confirm the need for further interdisciplinary research of this phenomenon and the search for new forms, practices and strategies of fatherhood.

One of the key aspects in the study of fatherhood is the category of a man's psychological readiness to accept and implement the role of a father, which is associated with the man's competence regarding the role, functions and responsibilities of a father in the family, his readiness to fulfill them and take responsibility for the life and well-being of the child. In the interpretation of Yu. V. Borisenko, psychological readiness for fatherhood is "a set of formed attitudes, motives and certain personality traits that characterize the methods and options for the interiorization and exteriorization of the paternal role by a man, determined by the basic values of the individual and implemented in paternal practices" [3].

The relevance of the study of psychological readiness for fatherhood is determined by a number of interrelated factors: fatherhood in its constructive manifestation is considered as a necessary condition for the successful development of not only a specific child but also as a socially significant component in the context of the formation of the entire younger generation, while simultaneously acting as a personally significant aspect of the man's life.

The presented review assumes consideration of psychological readiness for fatherhood as a system of a man's attitudes towards parenthood in general, towards the future child, towards the parental role, towards himself as a father and readiness to take responsibility for the life and well-being of the child.

The theoretical basis of the work was the corpus analysis of current sources in the field of psychology and sociology devoted to the problems of parenthood, family and parent-child relationships. A wide range of aspects in the field of family psychology and parenthood presented in the works of Russian (T.V. Arkhireeva, Yu.V. Borisenko, E.V. Gurko, N.A. Demchuk, I.S. Kon, R.V. Ovcharova, N.I. Oliferovich and others) and foreign authors (W.E. Fthenakis, J.H. Pleck, W.J. Doherty, P.G. Boss, R. LaRossa) has been analyzed.

The research methodology is based on an integrated approach. The work is a review and an analytical theoretical study of the psychological and pedagogical literature on the presented issue with the aim of clarifying its development and determining further research directions.

2. Main Body

In the context of the above aspects, the goal of our study is defined as follows: to generalize theoretical ideas about fatherhood in the context of psychological readiness for fatherhood as a set of personal qualities, motives and values that characterize the ways of implementing paternal practices.

The stated goal determined the main objectives of the study:

- to define the essence of the concept of "psychological readiness for fatherhood", to identify the structural and substantive characteristics of the concept;
- to reveal the internal and external determinants of psychological readiness for fatherhood, to identify the range of problems associated with the formation of psychological readiness for fatherhood.

The problem of parenthood has been one of the central ones in a number of scientific fields for many decades: psychology, medicine, sociology, pedagogy, physiology, etc. Issues of parent-child relationships have never lost their relevance; at any stage of social development, the problems of fathers and children required special understanding and a search for ways to resolve them. Today, in the situation of global socio-cultural transformations the problem of family relations, and in particular, parenthood, acquires a new sound in scientific discourse. Family as a cultural and historical phenomenon is always a reflection of qualitative shifts and crises in society. Among the many challenges faced by modern society in the era of globalization one of the most acute is the institutional crisis of the family. The breakdown of the traditional system of gender stratification, the shift in gender roles and the redistribution of male and female functions, the liberalization of interpersonal relations, value reorientations that tend to a

rational-consumer perception of life - all these signs of the time make us think seriously about the prospects for the existence of the institution of the family in general, and parenthood in particular.

In the context of the institutional crisis of the family new alternative options for family and parent-child relations are regarded by most researchers as destructive and asocial, indicating the death and abolition of the family institution as such. Such a negative connotation of the processes occurring in the sphere of family relations has weighty grounds: a decrease in the birth rate, a high percentage of divorces and, accordingly, the number of children raised in single-parent families, an increase in the marriage age, the prevalence and variability of extramarital affairs, the disintegration of the fundamental triad of "marriage-parenthood-kinship", low fertility and a conscious refusal to be a parent [5]. Such trends make us talk about the degradation of the family as a social institution and the crisis state of parenthood as a key subsystem of the family hierarchy.

In this regard, the problems of motherhood and fatherhood are becoming one of the priority research areas in the socio-psychological discourse, requiring the integration of available data and further interdisciplinary development.

For a long time, the main focus of attention in family psychology was on the study of the role and influence of the mother on the development of the child's personality. The widespread stereotype that the mother is biologically better adapted to interact with the child, guided by natural instinct, determined the perception of the mother as the main parent, while the role of the father was reduced to viewing him as an assistant, a "substitute for the mother", carrying out her instructions to care for the child. This led to a large number of studies related to the study of issues of the mother's relationship with the child, the characteristics of their mutual affection, the problems of maternal deprivation, etc. The issue of the significance of the paternal role in raising a child turned out to be practically outside the academic research focus. However, starting in the 1970s, in connection with fundamental changes in the system of gender roles the institution of fatherhood, more social in nature than maternal, found itself in a situation of a vacuum, uncertainty regarding the content of the paternal role. As noted by W. Fthenakis, the new situation of development led to the formation of a new gender system and differentiation of gender roles, which required a new look at the phenomenon of fatherhood, reassessment and rethinking of the role of the father in public perception [18].

Despite the fact that the need for full participation of the father in raising a child is a fact in psychology that does not cause controversy, reality shows that in the conditions of "gender imbalance", when many male and paternal functions have been taken by women, men-fathers have experienced some confusion. Many of them, traditionally defining their role in the family as a breadwinner and provider, do not strive for emotional interaction with the child; often when even having such a desire do not do this explaining it by having a lack of experience, skills, inability. The father's detachment from raising a child has long-term, and, obviously, negative prospects. Refusing to be involved in close communication with the child, the man-father deprives the entire sphere of psychological development of the growing person. Many studies have proven the importance of paternal influence on the formation of a full-fledged, harmonious personality: the socialization of the child, his gender role identification, intellectual and emotional development. It has been proven that children who grew up in conditions of paternal deprivation, or were raised by an emotionally withdrawn, detached father, subsequently experience difficulties in building their own relationships with the opposite sex, their own children, in the formation of a male model of role behavior [13].

All of the above has led to a surge of academic interest in the issues of fatherhood in recent decades, and today the psychology of fatherhood is one of the most promising and, at the same time, little-studied areas of psychology. At the same time, the problem of fatherhood as a psychological phenomenon is currently considered in science from two positions: the first - as parenthood in relation to a child, the second - as part of the personal sphere of a man-father. The presence of two approaches is noted in the works of T.A. Gurko, who draws attention to the existence of two aspects of fatherhood, in particular, the author focuses on the existence of two terms denoting parenthood in English-language sources. Thus, the concept of "parenthood" is used in relation to the institutional characteristics of parenthood,

and the term "parenting" - to analyze the parental roles accepted in each specific culture or model of parent-child relationships [4].

The first approach is the most traditional and widespread view of the phenomenon of fatherhood and is limited to the framework of parent-child relationships. The subject of academic interest here are such aspects of parenthood as the interaction of father and child inside and outside the home, the influence of the father on the emotional and intellectual development of the child, the role of paternal upbringing in the formation of responsibility, the self-image of the child, his ideas about gender role models in marriage, etc. Research shows that high rates of paternal love indicate physical and psychological well-being of children, a low level of negative behavioral manifestations on the part of the child, more successful socialization and adaptation in interpersonal relationships [8]. A direct correlation has been found between the indicators of male involvement in upbringing and the type of relationships in his parental family. It has been shown that sons raised in families where a model of emotional closeness, care and complicity on the part of the father was adopted, they themselves becoming parents are able to build relationships with their child based on love, acceptance and empathy [11]. In addition, there are studies demonstrating a high level of correlation between a man's satisfaction with his marriage and the degree to which he accepts his paternal functions. A number of studies have revealed a correlation between social competence, education and professional status of a man with the effective implementation of the paternal role [9; 13; 15].

Studies within the framework of this approach also show the presence of opposite trends. In families with so-called detached and/or deviant fatherhood, children are exposed to negative factors of upbringing, which negatively affects their psycho-emotional, cognitive development and has unfavorable long-term prognoses. The absence of paternal love and care complicates the formation of adequate gender identification and ideas about models for building a healthy family in the future.

As for the second approach to the study of fatherhood, this direction goes beyond child psychology, occupying a special research niche at the junction of a number of fields - developmental psychology, acmeology, sociology. Fatherhood in this way is considered not from the standpoint of child-parent influence but as part of the personal space of an adult man. The subject of the study here are such categories as psychological characteristics and the self-concept of a man in the context of fatherhood, his satisfaction with himself in marriage, parenthood, relationships with others, age patterns of fatherhood, ideas about the gender division of parental functions, stereotypes of modern fatherhood and their cultural and historical prerequisites, the peculiarities of the formation of psychological readiness for fatherhood and the acceptance of this role [9]. Within the framework of the second approach, social and demographic aspects of fatherhood and problems of psychological and pedagogical support of parenthood are also considered. Among the empirically proven relationships, a direct link is identified between ideas about future fatherhood and an increased sense of responsibility, between satisfaction with the relationship with one's father and the performance of one's own paternal role and the transfer of one's father's behavioral patterns to the performance of one's responsibilities towards the child. A negative correlation between the transition to the status of a father and the feeling of loneliness in men is also shown [3].

The study of fatherhood through the prism of sociological and cultural aspects considers fatherhood as a subsystem of parenthood representing a behavioral pattern, a family model traditionally accepted in a particular culture. In this regard, the transformation of paternal practices is determined by the context of current social changes. Fatherhood in the focus of gender issues outlines a range of issues related to the understanding of the father as a normative model of masculinity and affects the gender socialization of children.

All of the above clearly demonstrates the multifaceted nature of the phenomenon of fatherhood and a wide range of problems associated with its study. Hence, the lack of a single, generally accepted interpretation of the concept itself and the insufficient development of a holistic concept of paternity.

The commonly used interpretation of paternity is reduced to its understanding as the fact of the origin of a child from a specific man, fixed by normative standards. Analysis of scientific sources allows us to identify a wider range of formulations. Paternity as:

- The fact of the origin of a child from a specific man;
- A social institution regulating the functions, rights and responsibilities of the father;
- A component of male identity;
- A man's feelings and experiences in relation to the child and their implementation through various practices.

More specific interpretations of the term are given by the authors depending on the contextual specifics of a particular study. Several examples follow.

From the point of view of R.V. Ovcharova, paternity is a "social and psychological phenomenon that is a set of knowledge, beliefs, ideas about oneself as a father and is realized in all behavioral manifestations of parenting" [12]. The author considers fatherhood as an integral psychological formation of the father's personality consisting of the following components: a feeling of love for children, awareness of kinship with them, acceptance and performance of paternal functions, and, what is important, awareness of the value and significance of this status for the personal self-realization of the man himself.

I.S. Kon within the general subsystem of parenthood defines fatherhood as "a system of interconnected phenomena including: parental feelings, love, affection for children; specific parental roles and normative prescriptions of culture; real behavior conditioned by both previous features, parents' attitudes towards children, parenting style" [7].

T.V. Arkhireeva interprets fatherhood as "an open system that has its own fairly stable organization, components, connections and levels, and also carries out an interconnection with the environment, as a result of which the development of this system is possible" [1].

The most expanded, and in our opinion, accurate formulation is presented by Yu.V. Borisenko. As the author notes, fatherhood is one of the categories of personality psychology reflecting the main stages of personality development, characterizing a complex of integral, social and individual personality characteristics that manifest themselves at all levels of human life. Borisenko attributes the emotive-axiological, operational and cognitive levels to these levels. According to the author, fatherhood is associated with the need for a man to implement the following functions: protective – a father as a breadwinner and guardian; presentational – associated with the personification of power, discipline and education; mental – father as a role model; socializing – as a translator of social norms and a mentor in social interactions [3].

In light of the above aspects associated with the institutional crisis of the family one of the key problems in the psychology of fatherhood at the present stage is the question of a man's psychological readiness for fatherhood. Of course, at a certain age, entering the reproductive stage of his life any man can potentially become a father. However, the biological ability to become a parent does not guarantee psychological readiness for this role.

Fatherhood is one of the key milestones in a man's life. A man's transition to the status of a father, the birth of his first child is a significant event for every man, readiness for which is often underestimated. The problem of psychological readiness, its purposeful formation and psychological and pedagogical support still remains insufficiently developed in science. Meanwhile, the birth of a child, especially the first one, is associated with a deep personal crisis, in which fatherhood acts as a powerful determinant of fundamental transformations in all spheres of a man's life, starting with relationships within the family, with the child's mother and at the level of external social connections. In the event of a successful passage through this crisis a man develops an internal position associated with accepting the role of a parent and the paternal functions, responsibilities and practices that follow from it [1-4; 12; 13; 17-18]. In the absence of psychological readiness for fatherhood the crisis does not have a favorable resolution, resulting in deviant fatherhood, the father's detachment from the child, non-acceptance and

non-fulfillment of parental responsibilities, which usually ends in the breakdown of the family and the child's development in conditions of paternal deprivation.

An analysis of numerous sources on this issue shows that at the moment there are practically no studies describing the criteria and levels of psychological readiness of men for fatherhood, as well as no clear definition of the phenomenon, models and technologies for the targeted formation of psychological readiness of men for fatherhood have not been developed. The study of psychological readiness for fatherhood is presented today mainly in the theoretical aspect, while empirical data are in the process of accumulation, systematization, having a fairly narrow specialization. Nevertheless, generalizing the views of modern authors (T.V. Arkhireeva, Yu.V. Borisenko, T.A. Gurko, N.I. Oliferovich, J. H. Pleck, W.E. Fthenakis and others), we can interpret psychological readiness for fatherhood as an internal position of the individual, the core of which is the holistic system of relations of the future father to the role of a parent. This system consists of a set of attitudes towards the future child, towards oneself as a future father, towards the parental role and parenthood in general [1-4; 13; 18; 18]. Let us consider this in more detail.

A man's attitude towards his future child has two aspects - emotional and operational. A positive attitude at the emotional level is expressed in joyful, bright feelings, a desire to show love and care for the child, to be patient with them. The operational aspect is a manifestation of readiness and ability to practically care for the child, play with them, carry out hygienic and everyday household procedures (what has traditionally been considered a purely maternal responsibility). A father's attitude towards a child directly depends on the degree of acceptance of parental status, not so much in the practical aspect but at the level of personal assimilation of the paternal role [5].

The attitude towards oneself as a parent is largely determined by a personal attitude, or, on the contrary, is opposite to it (then we are talking about compensating for one's own shortcomings). Awareness of one's new self-image, one's new role, is a turning point in the process of forming a personal strategy for adaptation to fatherhood. Adaptation to a new status is accompanied by a change in value-notional priorities, the inclusion of additional regulatory mechanisms, and an enrichment of emotional experience. It is assumed that with successful adaptation to the role of a father, a man achieves a new, higher level of self-identity. This is explained by his readiness and ability to abandon the usual stereotypical interactions with himself, to leave his comfort zone, and to be able to sacrifice old habits and lifestyle [3].

The attitude to the parental role can manifest itself in different ways: acceptance, rejection, or lack of formation, inconsistency, and duality. We speak of psychological readiness for fatherhood in the case of adequate acceptance of one's own parental role, aimed at developing constructive models of parenthood. Acceptance of paternal status is a key moment in the entire process of realizing the paternal role; although most men begin to recognize themselves as fathers after the birth of a child, many aspects of readiness for parenthood begin to form long before that. The fact of an adequate attitude to the role of a father, its acceptance in many ways facilitates its practical implementation, and significantly affects the emotional and personal changes of a man [4].

And finally, the attitude to parenthood in general, as a social phenomenon, reflects the value-notional aspects of a man's personality. In other words, fatherhood, considered by a specific man as a value-notional formation of his life, is endowed with special meaningful characteristics.

Thus, psychological readiness for fatherhood includes the entire set of described relationships, each of which consists of cognitive, emotional and behavioral components [3].

The cognitive component of parental attitude includes knowledge, ideas, beliefs, attitudes about the methods and forms of interaction with the child, about the necessary degree of affection and emotional closeness, about the goals of this interaction, priority areas and strategies that are implemented through parental practices.

The emotional component of parental attitude reflects assessments and judgments about various models of parental interactions, as well as the prevailing emotional background that accompanies the implementation of the parental attitude.

The behavioral component is the actual methods and forms of interaction with the child, forms of control, regulation, establishing distance and education in the process of relationships.

An important aspect in the study of psychological readiness for fatherhood is the problem of its formation and development in the general ontogenesis of the fatherhood complex. This aspect is discussed in detail in the dissertation research of Borisenko, where the author proposes a concept of the gradual development of psychological readiness for fatherhood, including three stages [2]:

- 1) attitudinal readiness – stereotypes that have developed throughout the entire period from early childhood to the wife's pregnancy;
- 2) motivational readiness - rethinking existing stereotypes during the partner's pregnancy;
- 3) the stage of development of personal readiness - direct comprehension of the new role and the formation of a sense of fatherhood after the birth of the child.

The peculiarity of the development of psychological readiness for fatherhood is that the first ideas about the gender role of a man and fatherhood, obtained at the attitudinal stage, are transformed and differentiated in the process of personality development under the influence of external and internal factors.

Below is an outline of each stage of development of readiness for fatherhood in more detail.

So, the first stage - attitudinal readiness, the formation of theoretical ideas and stereotypes about the role of a man and father - falls on the period from early childhood until the moment when a man learns about the upcoming fatherhood. Stereotypes of fatherhood are formed in the process of interaction with one's own parents. At different age stages, the importance of paternal and maternal influence is not the same. If in infancy and early childhood a child needs more maternal care and tenderness, then later in preschool age and adolescence the importance of the father's figure increases as a role model, authority, as a model of behavior in the society of peers and other adults. Another option is possible, when the image of the father is perceived as an anti-ideal, which can also later ambivalently affect the formation of a man as a father [2].

In addition to the family situation, the social environment in which the child grows up also influences the formation of fatherhood stereotypes. The attitudes accepted in a particular society directly affect the child's ideas about the gender roles of men and women, about models of interpersonal relationships. For example, in patriarchal cultures the value of fatherhood is declared through respect for elders. The social norm in traditional societies is the norm of status (father as a breadwinner), the norm of emotional firmness and anti-femininity, which implies emotional reservedness, the inability to reveal one's feelings, the ability to steadfastly overcome difficulties and be able to suppress emotions. In modern society, where liberal and tolerant views prevail, the role of the father undergoes significant transformations: excessive rigidity is eliminated, many men are ready to demonstrate their feelings sincerely and openly, actively involving themselves in caring for children. In other words, whatever tendencies prevail in a particular society, they inevitably determine the formation of stereotypes and ideas about fatherhood [2].

The stage of motivational readiness is directly related to the moment when a man learns that he will soon become a father. From this point until the moment of birth, there is a rethinking of existing stereotypes and ideas about parenthood. At the stage of rethinking existing ideas and attitudes, a man faces a number of stressful situations: accepting the news of pregnancy, the reaction to it, anxiety about the health of the future baby, and at the same time the fear of competition with the child, anxiety about his own solvency, both in material terms and in matters of responsibility for a new life, fear of radical changes in life. Even in cases where the planning of a child was conscious, and the pregnancy was long-awaited - the news of pregnancy can cause a wide variety of reactions and experiences [8].

And finally, the third stage of the formation of personal readiness, associated with the practical aspects of fatherhood, occurs at the moment of the birth of the child. During this period, the awareness of fatherhood from the position of its value-notional significance for a man occurs, on the basis of which further strategies and practices of fatherhood are formed and implemented [3].

Thus, we found out that the formation of psychological readiness for fatherhood is a complex, multi-stage process determined by a number of factors: biological, family, social, personal. The gradual formation of readiness for fatherhood goes through several stages from the formation of theoretical ideas, attitudes and stereotypes about the male gender role and fatherhood to the emergence of a sense of fatherhood and its practical implementation in relationships with the child. The stages of attitudinal and motivational readiness are a long-term preamble, preparation for the moment of the birth of the child and the beginning of practical interaction with him. The theoretical ideas about fatherhood, laid down since childhood, are transformed in the process of personality development under the influence of external and internal factors, then refracted through the experience of expecting a child, which is a difficult task for the future father, who is constantly in a situation of increased demands. In other words, the entire period preceding the birth of a child is a test of a man's readiness to enter into a new status of a father.

Summarizing the above, it is noted that the problem of fatherhood and psychological readiness for fatherhood is extremely relevant at the current stage of society's development and has broad research prospects in the social and psychological sciences, both in our country and in the global academic community.

3. Conclusions

To summarize, the key theses of the presented review will be noted reflecting the theoretical and practical aspects of the study of psychological readiness for fatherhood.

In this regard, based on the theoretical analysis of modern research, the following conclusions have been made. Psychological readiness for fatherhood is an integral formation that includes a set of formed attitudes, motives and certain personality traits that characterize the ways and options for implementing the paternal role by a man determined by the basic values of the individual.

The formation of psychological readiness for fatherhood is a complex multi-stage process caused by biological, family, social and personal factors. There are three stages of formation of psychological readiness for fatherhood: attitudinal, motivational and personal. Among them, only the third stage, associated with understanding the paternal role and value awareness of fatherhood, is a direct practice of implementing paternal strategies. The first two are the preparation and testing of a man's readiness to become a father.

Currently, many components of the process of formation of psychological readiness are insufficiently studied or contradictory, which necessitates further research of this phenomenon. It will help find answers to the questions faced by the family and the pedagogical community.

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