

**DEVELOPING A DIAGNOSTIC COMPLEX FOR THE STUDY OF FAMILY  
UPBRINGING TRADITIONS**

***DESENVOLVIMENTO DE UM COMPLEXO DIAGNÓSTICO PARA O ESTUDO DAS  
TRADIÇÕES DE EDUCAÇÃO FAMILIAR***

***DESARROLLO DE UN COMPLEJO DIAGNÓSTICO PARA EL ESTUDIO DE LAS  
TRADICIONES DE EDUCACIÓN FAMILIAR***



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**ABSTRACT:** The purpose of the study lies in identifying scientific approaches and systematizing research methods for the study of family upbringing traditions. The authors analyze 43 sources of cultural, sociological, pedagogical, psychological, and linguistic literature. Interdisciplinary analysis shows a contradiction between the presence of a multitude of methods for researching the traditions of family upbringing and the lack of a universal tool to obtain objective data on the essence and specific features of family upbringing. To resolve this inconsistency, the authors develop a research tool – the diagnostic complex "Family upbringing traditions". The diagnostic complex allows objectifying the results of research on the relationship between family traditions and traditions of family upbringing and can serve as a basis for developing socio-pedagogical technologies to support family upbringing through strengthening and/or restoring family traditions.

**KEYWORDS:** Teacher-family interaction. Upbringing. Diagnostic complex. Pedagogical model. Pedagogical support.

**RESUMO:** O objetivo do estudo consiste em identificar as abordagens científicas e sistematizar os métodos de investigação para o estudo das tradições de educação familiar. Os autores analisam 43 fontes de literatura cultural, sociológica, pedagógica, psicológica e linguística. A análise interdisciplinar mostra uma contradição entre a presença de uma multiplicidade de métodos de investigação das tradições de educação familiar e a falta de um instrumento universal para obter dados objetivos sobre a essência e as especificidades da educação familiar. Para resolver esta incoerência, os autores desenvolvem um instrumento de investigação - o complexo de diagnóstico "Tradições de educação familiar". O complexo de diagnóstico permite objetivar os resultados da investigação sobre a relação entre as tradições familiares e as tradições de educação familiar e pode servir de base para o desenvolvimento de tecnologias sócio-pedagógicas de apoio à educação familiar através do reforço e/ou da restauração das tradições familiares.

**PALAVRAS-CHAVE:** Interação professor-família. A educação. Complexo de diagnóstico. Modelo pedagógico. Apoio pedagógico.

**RESUMEN:** El propósito del estudio consiste en identificar enfoques científicos y sistematizar métodos de investigación para el estudio de las tradiciones de crianza familiar. Los autores analizan 43 fuentes de literatura cultural, sociológica, pedagógica, psicológica y lingüística. El análisis interdisciplinar muestra una contradicción entre la presencia de una multitud de métodos para investigar las tradiciones de la educación familiar y la falta de una herramienta universal para obtener datos objetivos sobre la esencia y las características específicas de la educación familiar. Para resolver esta incoherencia, los autores desarrollan una herramienta de investigación: el complejo diagnóstico "Tradiciones de la educación familiar". El complejo diagnóstico permite objetivar los resultados de la investigación sobre la relación entre tradiciones familiares y tradiciones de crianza familiar y puede servir de base para desarrollar tecnologías sociopedagógicas de apoyo a la crianza familiar mediante el fortalecimiento y/o la restauración de las tradiciones familiares.

**PALABRAS CLAVE:** Interacción profesor-familia. Crianza. Complejo diagnóstico. Modelo pedagógico. Apoyo pedagógico.

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## **Introduction**

The relevance of research into family upbringing traditions can be explained by the global transformation of the family institution and, consequently, the change in stable models for raising children in the family. Such a transformation comes as a natural process and is conditioned by cultural and historical factors and the logic of self-development of the family as a social institution.

However, we see an inconsistency between the presence of a variety of methods for the family's study upbringing traditions and the lack of a tool that would provide objective data on the essence and specifics of family upbringing. For this reason, the present paper reports on the development of a new research method – a diagnostic complex to investigate family upbringing traditions in all their diversity, variability, and transformability.

The proposed diagnostic complex covers criteria, indicators, procedures, and scientific methods (LESHKEVICH, 2011; SHVYREV, 2010), which has made it possible to conduct a large-scale study of family upbringing traditions and objectify its results to develop technologies to support children's upbringing in the family (LYKOVA; MAYER, 2022).

Within this evolving context, the study of family upbringing traditions emerges as a compelling area of investigation, where the legacy of familial customs and values takes center stage. Understanding the essence, intricacies, and metamorphoses of these traditions has become a pressing endeavor, not only for the sake of preserving cultural heritage but also for comprehending the profound impact these traditions exert on child development and socialization.

This research seeks to unravel the multifaceted layers of these traditions, exploring their diversity, adaptability, and transformative power. Through a comprehensive analysis, this study aims to shed light on the delicate balance between preserving ancestral values and embracing the inevitable evolution of family dynamics.

## **Literature Review**

A research review shows that contemporary psychological and pedagogical science shows a markedly increasing interest in the problem of child upbringing based on family traditions and values. Several monographs (BIKTAGIROVA; VALEEVA; BIKTAGIROV, 2012; DEMENTEVA, 2015; KULIKOVA; CHEN, 2017; SVADBINA, 2000), dissertations (RUSIECKA, 2007; VOLODINA, 2006), and research papers (AKUTINA, 2009;

ALIKHANOVA, 2021; BELIANKINA, 2017; DEMENTEVA, 2004; DIULDINA, 2013; GRININ, 2007; LOTOVA, 2016; LYKOVA; BORISOVA, 2022; LYKOVA; MAYER, 2022; MARDAKHAEV, 2014; MAYER; SHESTAKOVA, 2022; POTAPOVSKAIA, 2011; SAPOZHNIKOVA, 2017; SAVIN, 2004; VARLAMOVA; NOSKOVA; SEDOVA, 2006) convincingly substantiate that the basis of family upbringing traditions is a system of stable perceptions and interpersonal relations that unite all family members, fulfill the worldview function, and are transmitted from generation to generation (KULIKOVA; CHEN, 2017).

Family upbringing traditions are the basis and mechanism of upbringing in the family within the context of intergenerational bonds and the transmission of ancestral memory. Performing their functions, family traditions accumulate the ancestral experience of social development, compress it into a compact matrix, and in this form preserve it for centuries, capturing the past and present of the family, ensuring the stability of relations, and, like a vector, guiding the development of family relations and organizing and structuring them (BUGAKOVA, 2021; VARLAMOVA; NOSKOVA; SEDOVA, 2006, p. 42).

Family values are defined as a factor of stability of the family institution and its social balance (DEMENTEVA, 2004). Family values are the interrelation of moral, ethical, cultural, traditional, and national characteristics in a small social group based on marriage and blood kinship (DIULDINA, 2010).

Proceeding from an analysis of the traditional values of Russian families, Kulikov and Chen (2017) identify the following stable foundations of family traditions:

- Respect for elders and care for the young.
- Valuing the native language in the family.
- Labor education from a young age based on the division of responsibilities between boys and girls.
- A careful attitude towards the land, animals, plants, and creatures of the common nature that constantly interact with each other.
- Communal nature of upbringing.
- Moral nature of upbringing based on spirituality (religion).
- A reliance on folklore (oral folk art, lullabies, and festivals and rituals).

The research review has revealed several issues currently raised by scholars around the world:

– Cultural diversity and differences in traditions as reasons behind the global transformation of values and the emergence of social conflicts (KAPTEREV, 2005; LISTOVA, 2001; ROSTOVSKAIA; EGORYCHEV; GULIAEV, 2019).

– The role of parents in child socialization and the transmission of cultural traditions and family values (IUREVICH; MOSKVITINA, 2015; MACCOBY, 1994; MAYER; GRISHINA, 2019).

– Intercultural education, including through the prism of self-authorship (ANDERSTAF; LECUSAY; NILSSON, 2021; DAVIS; PALMER; ETIENNE, 2016; LITTLE *et al.*, 2019).

– Interrelation of cultural and environmental issues, including in the modern educational environment, in the design of the smart city (ELIYAHU-LEVI; GANZ-MEISHAR, 2019; WINNICOTT, 2018).

– Personal relations between the teachers of educational organizations and children's parents as a cross-cultural mediator allowing traditions to continue and increase parental effectiveness (ANUNCIAÇÃO; PESSOA; JAMIL, 2021; POLIVANOVA; VOPILOVA; NISSKAYA, 2016; WAGNER *et al.*, 2020).

– The influence of creativity on the successful assimilation of traditions and values in their socio-cultural context and the child's acceptance of other people, cultures, and languages (LESHKEVICH; MOTOZHANETSA, 2022; LYKOVA; KOZHEVNIKOVA; MERZLIKINA, 2019).

## Methods

The methodological basis of the study is established based on the diversity of approaches to analyzing the traditions of family upbringing in the conditions of the new social reality (axiological, communicative, sociocultural, and other approaches). The research tools employed included a model research methodology (Table 1) and a diagnostic complex including criteria, indicators, and procedures for studying the traditions of family upbringing.

**Table 1 – Model methodology for the study of family upbringing traditions**

No.	Research stage and methods	Factors	Factor analysis	Correlations	Ranking
1	Preparatory stage. Methods: analysis, expert assessments	Thesaurus Indicators and criteria	A system of indicators and criteria	Analysis of relationships between traditions and values	Classifier of family upbringing traditions
2	Ascertaining stage (pilot study). Methods: survey, focus groups, the diary method	1) cultural-ideological; 2) socio-economic; 3) national-demographic; 4) socio-pedagogical	The influence of factors on family upbringing values (traditions)	Evolution/transformation of family upbringing values (traditions)	Value core – stable traditions of family upbringing
3	Field research stage. Methods: survey (35 questions), monographic method, pedagogical expedition	Value profile of the family: family upbringing traditions)	Typology of families by the value type (traditions) of family upbringing	Transformation of family upbringing values (traditions)	Classification of family upbringing values (traditions)
4	Project stage. Methods: survey (15 questions), expert assessments	Design and testing of the model	Invariant block of the model	Variative block of the model	Variative model of support for family upbringing
5	Prognostic stage. Methods: modeling, scaling of research results, formulation of a hypothesis	Implementation of the model based on the factors identified in stages 1-4	Creating a navigator of technologies to support family upbringing based on traditions and values	The principle of variability (considering the features and demands of a particular family)	With consideration of the family's value profile

Source: Elaborated by the authors

While developing the model methodology for the study, we faced an acute deficit of diagnostic instruments. For this reason, the task was set to develop a diagnostic complex to research family upbringing traditions in all their diversity, variability, and transformability. The resulting diagnostic complex developed for the purpose of examining family upbringing traditions included the following components:

- 1) A thesaurus and scientific approaches, which allowed identifying the *indicators* of family upbringing traditions.
- 2) Classifier of family upbringing traditions considering the *factors* affecting their formation, which enabled us to determine the criteria of change in the traditions of child upbringing in the family.

3) The methodology of organization and conduct of the study, including *procedures* of the preparatory, pilot, and field stages.

4) Theoretical and empirical research *methods*, including scientific modeling, focus group interviews, questionnaires, the biographical method, pedagogical expedition, analysis of family upbringing diaries, expert assessment, pedagogical modeling, social design, and scientific forecasting.

All stages of collecting data on family upbringing traditions extensively utilized survey methods (questionnaire, interviews, conversations, expert survey) (KAMYSHOVA; KOCHETKOV; RODIONOVA, 2021). The emphasis in the investigation of family upbringing traditions was placed specifically on parents' evaluative judgments and attitudes towards existing values and traditions, as well as their possible change in the life of an individual family and in the upbringing of children.

The logic of the study predetermines the variation nature of the survey. In the pilot study, materials were collected in focus groups using a survey composed of 35 questions. This study involved 288 parents living in eight constituent entities of the Russian Federation. During the exploratory research phase, the questionnaire was reduced to 15 questions to optimize the research procedure and scale the results. The large-scale diagnostic study was conducted on the Russian Federation territory from October 10 to 17, 2022. The survey sample consisted of 3,301 parents (or persons *in loco parentis*) raising children from 3 to 8 years of age, living in 50 constituent entities of the Russian Federation.

By family composition, most of the sample were two-parent households (81.6%). The overwhelming majority of one-parent families were single mothers with children (16.7%), and 25 families (0.8%) had the father as the head.

Statistics on the number of children in the surveyed families are provided in Table 2.

**Table 2** – Number of children in respondents' families (in % of the number of respondents)

<b>Number of children in the family</b>	<b>Percentage</b>
1	30
2	50.9
3	15
4	2.9
5 or more	1.3

Source: Elaborated by the authors

Most children live with their parents (98.3%), except for adult children living on their own (0.1%), living with their mother's parents (0.4%), or with their father's parents (0.2%).

Joint residence with relatives is recorded in 6.8%, and the rest report living separately (from relatives) (91.8%) in a well-appointed apartment (58.8%) or a private house (35.6%).

Territorially, most of the surveyed families live in metropolitan areas and large cities (45.5%), medium-sized cities (17.6%), and small cities (21%), as well as towns/settlements (9.4%), and villages/countryside (6%).

The described socio-demographic characteristics of the studied families imply sufficient coverage of the main features and properties that determine the modern family's social status and pedagogical potential.

The next section contains a substantive characterization of the obtained results.

## **Results**

The primary instrument in the conducted large-scale research was a questionnaire developed for the purposes of this study. The survey was designed to explore factors in the emergence and transformation of family upbringing traditions, the mechanisms of their accumulation and transmission, and content characteristics.

The content structure of the survey consists of six thematic modules that reflect different aspects of family upbringing based on traditions considering their diversity, variability, and transformability. Apart from the basic content units touching upon family upbringing traditions themselves, the survey contains a socio-demographic unit, which allows analyzing the influence of demographic, social, and stratification characteristics of respondents (e.g., family composition, place of residence, living conditions, parents' income level, type of settlement) on family traditions.

**Module 1 "Family traditions and values"** aims at identifying the values and traditions most significant for the respondents (their understanding, acceptance, and cultivation, transmission from one generation to the next).

**Module 2 "Traditions of family upbringing"** offers a basis for classifying family upbringing traditions on various grounds (values and functions of the family, ways of inheriting/transmitting family traditions).

**Module 3 "Factors in family transformation and changes in family upbringing"** reveals various factors influencing changes in the traditions of family upbringing. The following seven factors are identified: 1) family composition, 2) structure of intergenerational bonds and relations, 3) role of the father and mother in the family, 4) mechanisms of



inheritance/transmission of traditions, 5) socio-economic status of the family, 6) territorial-geographical location of the family, 7) traditions and technologies of family upbringing. Let us disclose the identified groups of factors.

1. Family composition:
  - Two- or one-parent.
  - Multigenerational/nuclear.
2. Structure of intergenerational bonds:
  - Shared residence with relatives (birth family).
  - Three-generation cohabitation (birth family, own family, and children's family).
3. Leading role of the father/mother in the family:
  - Matriarchy/patriarchy (as pillars).
  - Contractual relationships (division of responsibilities).
  - Empirical traditions (from the family's way of life).
4. Inheritance of traditions and their transmission to children:
  - The fact of the transfer itself (what is inherited).
  - How it is passed on.
  - Based on the foundations (traditions of the father's, mother's family).
  - Through an agreement.
  - Based on the accumulated experience of a particular family (including spiritual traditions).
5. Socio-economic status of the family:
  - Income.
  - Social and living conditions (accommodation).
  - Employment.
6. Geographical location of the family:
  - Type of settlement.
  - Geography of the territory.
  - Living conditions.
7. Traditions and technologies of family upbringing:
  - Upbringing strategy (authoritarian, democratic, liberal).
  - Practiced forms of reward and punishment.
  - Time spent with children.

- Upbringing traditions (interaction of the older and younger generations, relationships between family members).

**Module 4 "Changes in family upbringing traditions"** gathers data to investigate the reasons and essence of modified or lost family traditions along the following criteria: inherited, contractual, empirical; intergenerational (parental families, family growing up, family created by children).

**Module 5 "Transformation of family upbringing traditions"** assumes the discovery of various aspects in the transformation of family upbringing traditions, specifically:

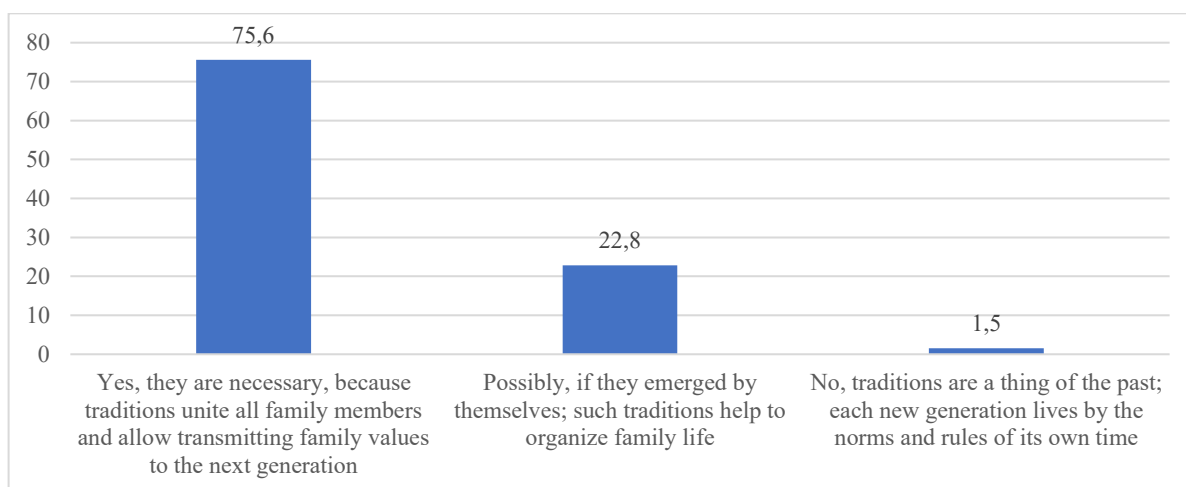
- What changes in the content and structure of the tradition (three profiles: ancestral, parental, and own family).
- What remains unchanged.
- What affects the transformation of traditions.
- What influences changes in the ways of transmitting traditions in the family.

**Module 6 "Forms of socio-pedagogical support for the family upbringing of a child"** aims at identifying the demands of parents (or persons in loco parentis) for socio-pedagogical support in bringing up children from birth until 18 with a focus on family values and traditions. This module gives the opportunity to determine the mechanisms (channels, means), directions, and forms of support.

The conducted survey provided a quick and informative cross-section of the opinions of parents raising children from birth to 18 on the importance of family upbringing traditions and the ways of inheriting family traditions.

Most of the parents surveyed (2,497 people, i.e., 75.6%) consider traditions to be necessary for a family, because they unite all family members and allow passing on family values from generation to generation (Figure 1).

**Figure 1** – Parents' understanding of the importance of family traditions (in % of the number of respondents)



Source: Elaborated by the authors

Assessment of the frequency of choice of the values underlying family traditions allows us to determine the following positions in the respondents' opinions (Table 3).

Respondents' ranking of the types of family traditions proves to be extremely informative. Specifically, 83% of the parents put the vital traditions associated with the preservation of life and health in the first place, ensuring the safety of the entire family and each of its members. In second place (77.6%) are civil-patriotic and national (ethnic: those of the people, ethnos, mother tongue) traditions. This gives evidence of the actualization of the traditional values of Russia's multinational people in the public consciousness. Third place (75.1%) is taken by educational and cognitive traditions, which confirms parents' recognition of the role of education in the child's upbringing and personal growth.

The fourth position (62.9%) is held by socio-communicative traditions, which allows the conclusion that parents underestimate the primary socialization process of the child from birth to 18. In the fifth position (59.1%) are labor and professional traditions, which are most likely connected with the instability of the labor market and unclear forecasts for the future. Spiritual and moral traditions ranking sixth (57.2%) may be an indication of parents' lack of competence in issues of spiritual and moral upbringing. In turn, ecological traditions (love and caring attitude to nature and the surrounding world) come in seventh place (55.8%), which generally reflects the development of ecological thinking and concern about the environmental agenda. Cultural and artistic-aesthetic traditions of family upbringing close the ranking by the frequency of values selection (48%).

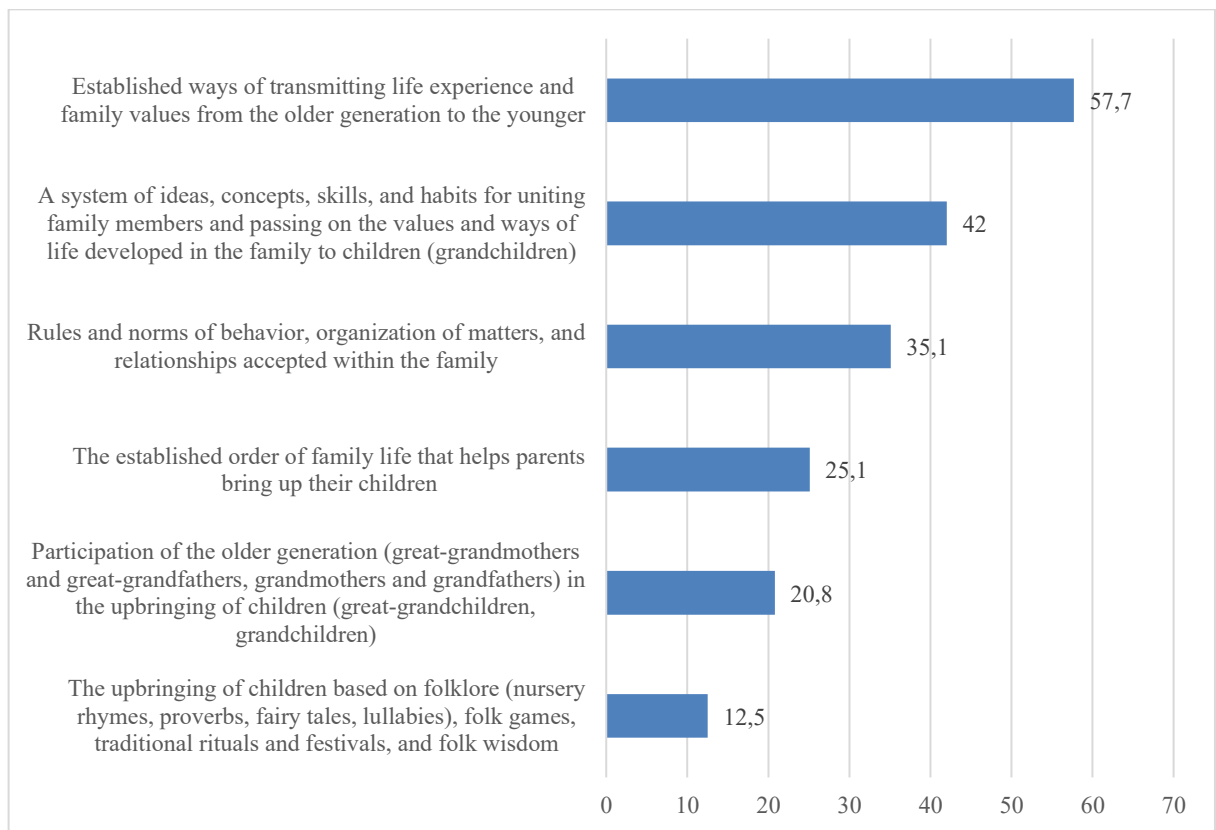
**Table 3** – Rate of choice of the values underlying the traditions of family upbringing (in %)

Answer options	%
Vital: healthy lifestyle, and ensuring and maintaining safety	83
Civil-patriotic, national (ethnic: of the people, ethnos, mother tongue)	77.6
Educational and cognitive	75.1
Social and communication (communication and activities in the family and other groups), recreational	62.9
Labor and professional	59.1
Spiritual and moral (moral-ethical, including religious)	57.2
Ecological: love and care for nature, the environment	55.8
Cultural and artistic-aesthetic	48

Source: Elaborated by the authors

The histogram given in Figure 2 reports on respondents' interpretations of the term "family traditions" (in percentage points of the total number of answer options – free choice from six options).

**Figure 2** – Respondents' interpretation of the term “family traditions”



Source: Elaborated by the authors

The most practiced forms of family traditions (traditional joint activities) include walking outdoors (83.3%), cleaning and improving the home (72.1%), and watching cartoons and movies together (70%). Less popular are joint sports activities (36%), reading (35.7%), and

listening to music (31.5%). In addition, 13.8% of the parents respond that their child(ren) is independent enough to find things to do themselves (Table 4).

**Table 4** – Most practiced forms of family upbringing tradition (in % of the total number of respondents)

<b>Options for parents' choice of family upbringing traditions</b>	<b>%</b>
Walking outdoors	83.3
Cleaning and improving the home	72.1
Watching cartoons, movies together	70
Cooking together	60.9
Involving children in what parents do themselves	58.3
Developmental games	49.5
Teaching handicrafts and other manual skills	37.8
Sports activities together	36
Reading together	35.7
Listening to music	31.5
Our child is independent and finds things to do on their own	13.8
Other (free-form answers)	0.2

Source: Elaborated by the authors

The importance of factors influencing the preservation and ways of transmission of family upbringing traditions was assessed by respondents on a 5-point scale, where 5 stood for the maximum importance of the factor (Table 5).

In the table, the prevailing indicators for each group of family traditions are highlighted in bold font:

- The factors considered by respondents to be the leading ones by impact on the preservation and ways of transmission of family upbringing traditions are personal experience (72%), personal level of education (61%), help from the spouse (59%), help from the grandparents of the child(ren) (40%), assistance from an educational organization (33%), assistance of cultural and sports institutions, organizations of additional education (32%), and the activities of children's and youth organizations (28%). These items are rated the highest in importance on the 5-point scale.

- The factors with the lowest significance (1 point out of 5) are assistance from specialists (33.9%) and involvement of competent (experienced) friends and neighbors (27.9%). This observation suggests the need to raise the importance and effectiveness of support from specialists, among other things, by establishing a kind of culture of parents' demands for support and assistance.

Additionally, mass media, as well as books, magazines, and TV programs, are rated at the level of average significance (3 points) by 27 and 32% of respondents, respectively.

We believe that the obtained assessments will be helpful in determining the direction for the improvement of support for family upbringing in society (at the level of targeted outreach and educational measures), on the one hand, and, on the other, modify the existing specialist support programs in connection with the individual needs of the family.

**Table 5** – Respondents' ranking of the importance of agents and means of upbringing (in % of the reported importance of factors)

Options of factors influencing the preservation and transmission of family upbringing traditions	Importance (1-5 points)				
	1	2	3	4	5
Personal experience	2	1.2	6.6	19	<b>72</b>
Personal education (including self-study)	2.9	1.8	9.9	25	<b>61</b>
Advice, help from the spouse (husband or wife)	9.1	3.2	8.9	20	<b>59</b>
Grandparents of the child(ren)	20.4	8.3	17	14	<b>40</b>
Educational organization	6.6	9	24	27	<b>33</b>
Cultural and sports institutions, organizations of additional education	9.8	9	22	28	<b>32</b>
Activities of children's and youth organizations	19.3	9.8	20	23	<b>28</b>
Assistance from specialists	<b>33.9</b>	14	19	14	20
Mass media and communications, the Internet	21.1	16	<b>27</b>	18	18
Books, magazines, TV programs.	13.4	16	<b>32</b>	22	17
Advice from competent (experienced) friends, neighbors	<b>27.9</b>	18	27	14	13

Source: Elaborated by the authors

Table 6 provides empirical data characterizing parents' demand for various forms of support for family upbringing (in terms of content). The forms of support from the educational organization that the respondents consider the most helpful include support for the child's positive socialization (72%), in discovering and supporting the child's individuality (68%), and in the child's further professional orientation (65.4%). The least interest is shown by the parents in assistance from the educational organization in solving individual family problems that arise in the process of raising the child at home (17.3%). Finally, 21 respondents (0.7%) note that they require no help from educational organizations concerning the upbringing and development of their children (Table 6).

**Table 6** – Parents' choice of support options for family upbringing (in % of the total number of respondents)

Answer options	%
Supporting the child's positive socialization	72
Discovering and supporting the child's individuality	68
Helping the child in their further professional orientation	65.4
Age-specific features of child development	41
Working on the prevention of unwanted types and forms of behavior	35.9
Efficient methods and forms of bringing up a modern child in the family	25.6
Solving individual family problems faced in the process of raising a child at home	17.3
Difficult to answer	3.3
Other	1.1

Source: Elaborated by the authors

An important remark to stress here is that the data obtained during the research, despite being preliminary and requiring clarification, still allows for drawing certain conclusions about the typical aspects of family upbringing in Russia. Over 75% of the surveyed parents believe in the importance of family traditions and define them as universal means of transmitting family (ancestral) experiences to the next generation. Around 80% identify the value foundation of family upbringing as the relationships of family members rooted in love, friendship, and mutual respect. An indicative finding is that the older generation's example is seen as an important agent of influence (59.6%).

### **Final considerations**

The conducted research reveals that family upbringing in the new social reality, on the one hand, retains the traits inherent in this social institution. Yet, on the other hand, it does change due to objective (political, socio-economic, socio-cultural) and internal (subjective) characteristic factors of the family as a self-developing institution.

Our method, the complex diagnostic “Family upbringing traditions”, was conceived to fill a crucial void in studying family upbringing traditions. It emerged as a response to the pressing need for a comprehensive tool capable of shedding light on the intricacies and dynamics of family traditions in child-rearing. This method was carefully crafted through interdisciplinary analysis, drawing from cultural, sociological, pedagogical, psychological, and linguistic perspectives.

Our method stands as a valuable contribution to the field, providing a means to explore and understand family upbringing traditions in their entirety systematically. It offers researchers a versatile instrument for obtaining objective insights into the essence and specifics of family upbringing, ultimately fostering the development of socio-pedagogical technologies to support and preserve these vital traditions.

Traditions of family upbringing serve as objective indicators of ongoing change that demonstrate the family institution's stability and the trends that may soon become the essential characteristics of the modern family and family upbringing. The scientific analysis of changes in family upbringing traditions using a specially developed diagnostic complex allowed us to explore and systematize the traditions of family upbringing in all their diversity, variability, and transformability and, on this basis, develop new approaches to socio-pedagogical support for contemporary families raising children from birth to 18.

The research findings offer a basis for organizing targeted socio-pedagogical support for parents raising a child, considering the traditions and values of a particular family. The study's practical significance lies in the development and implementation of an effective system of socio-pedagogical partnership between an educational organization and parents raising children and adolescents.

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