

## STATE FAMILY POLICY IN UKRAINE (50-60-IES OF THE XX CENTURY)

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Formation of child's personality in the first place occurs in the family. This is the environment in which a man falls from birth and which somehow affects the whole life. Family influences the formation and development of the younger generation, at the same time being dependent on the socio-cultural dimension it exists in. Today, the state policy regarding family and family education and its impact on family socialization is very important problem, which is in the range of attention of various sciences, including social pedagogy.

The article aims at analysis of the basic principles of Ukrainian state social policy regarding family in aforementioned period.

It is determined that the state family policy was based on the fact that the main objective of the studied period was the restoration of the country and the involvement of the largest possible number of workers. Therefore, the government created conditions in society that people started to work at low-paying jobs as soon as possible and gave children to kindergartens and nurseries. This contributed to their distancing from parents, deprivation of a com-

plete socialization of the younger generation in the family, which led to the socialization of child rearing, formation of personality of "builder of communism" as a result of government policy.

Thus, we conclude that in 50-60 years of the twentieth century state family policy in Ukraine depended on the political direction of the country and its socio-economic development. This period was characterized by:

- increased financial assistance to families, because providing payments and benefits, the state tried to improve the demographic situation in the country;
- deterioration of conditions of family socialization, weakening focus on family values and family life;
- socialization of education of children through the creation of boarding schools as a new type of educational institutions;
- involving pupils in socially useful work and strengthening relation of school and life.

It should be noted that the state family policy in the considered period had both positive and negative impact on the socialization of children in the family and requires further study.