



PROBLEMS RELATED TO HOUSES AND THEIR ANALYSIS

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Annotation

This article examines the effectiveness of this system in foster care - infants - children - adolescents and graduates - people, as well as their future destiny. In addition, the current problems of the system have been studied in detail. Conditions for optimizing the process of social development of orphans and children left without parental care in orphanages, and the theoretical and scientific-methodological basis of the process of optimizing the formation of the personality of an orphan in a preschool orphanage have been developed and substantiated.

Keywords: Orphanages, upbringing, foster children, orphans, orphanage teachers, professiogram, staff training, problem, dependent mood.

Is the Orphanage System Outdated?

Orphans - babies - children - teenagers and graduates - people, have you ever wondered how effective this system is with their future?

I would also like to invite you to observe what kind of people will be brought up there in the future and how their upbringing will benefit or harm the society.

According to the results of the survey, children have a feeling of insecurity, indifference to society, dissatisfaction with their lives.

I recently read the results of a survey conducted by an organization (although the correct survey was conducted in April 2019, the problems remain!)

According to him, the fate of the orphans after the orphanage was studied, according to which the survey was conducted on the problems faced by the orphans in finding work and housing.

When the living conditions and moods of the respondents were studied, it was observed that most of the young people have mistrust, indifference to society and dissatisfaction with their marriage. In particular, 38% of respondents are dissatisfied with their lives. (A total of 233 young people from the Republic of Karakalpakstan, regions and the city of Tashkent took part in the survey. age group was 37.) 44% of the respondents were unemployed, and most of them could not find a job in their field after graduating from secondary special education. Of course, the rest are not happy either! They just came back as pupils, students, housewives.

The rest are employed as waiters, waitresses, sanitary epidemiologists, housekeepers, tailors, traders, athletes or car washes, and only 5% work for the government.

The availability of different forms of charity for this category of students is undoubtedly a positive trend, as it allows more needs of different groups of children to be met. But recently, efforts have been made to close orphanages and distribute children to families for adoption. The idea is positive, but not



realistic to implement. Practice has shown that such a decision is inconsistent, wrong: about 70% of families (parents) refuse to adopt a child, some children are never wanted for an adoptive family due to their characteristics; some children cannot be offered for adoption (e.g., a special category of sick children, children whose parents are not deprived of parental rights, etc.). This attempt not only did not solve the problem, but also damaged the mental state of the children and foster children. The children experienced the stress of family deprivation again, they were abandoned again, they again fell into the category of unnecessary adults, and the adults saw their inadequacy in fulfilling the role of parents, and this difficult situation did not affect their mental state either. All this exacerbated the situation.

An analysis of the existing system of upbringing of orphans shows that for such children any institutions established by the state have the right to exist, they cannot be contradictory to each other and are even less mutual. They are all necessary for children to perform their duties.

The problem is not in getting rid of orphanages, given that the task of combating orphans has been solved. We need to think about optimizing the upbringing of orphans in children's institutions (orphanages, children's homes, boarding schools). Even if the number of children in an orphanage decreases, they cannot be abandoned. It is necessary to develop a science-based concept to optimize the existing system of orphanages and boarding schools, focusing them on the characteristics of personal development and the real needs of orphans and children left without parental care.

The Theoretical Need to Study the Problem Depends on a Number of Reasons:

1. Insufficient development of the theoretical and methodological foundations of the social development of the orphan in the orphanage in the early stages (preschool age). Although at the research level the problem of social development of an orphan in an orphanage was raised, it was solved in relation to children of school age or, if applicable to preschool children, it was considered independently from the analysis of previous life experience and therefore in a special situation it is unlikely to have a significant impact on changes in the level of social development of children.

It should be noted that orphans are a very diverse contingent that unites different categories of students: orphans (4%) who have experience of living in a normal family, whose parents have died, and those whose parents are alive. orphans (96%). , but do not raise their children for various reasons (imprisonment, deprivation of parental rights, etc.). Social orphans, in turn, unite children - foster children who have been abandoned by their parents in the first days and weeks of life and who never knew who the mother was; children who have experience of living in a non-working family and who ended up in an orphanage as a result of the deprivation of parental rights of their parents; street children with experience of "on the street" life (railway stations, markets, basements, etc.). Each of the named subgroups is characterized by specific features of development, but they all have common features, such as: health problems (physical and mental); intellectual retardation manifested in a limited worldview, underdevelopment of mental cognitive processes; lack of skills learning activities; psychoemotional development problems, socialization, and so on. The social formation of each of these categories follows a special path conditioned by life experience (among other reasons) before the child



enters the orphanage, and the educational process requires consideration of these features in the orphanage. These objective features, especially in the social development of the child, pose a certain difficulty for how he enters (and enters) the social world, and require mandatory consideration in the organization of education. with. An in-depth theoretical analysis is needed to develop the child's previous experience in an orphanage and the consequences for his or her development and ways to correct these consequences. Working in this direction requires the development of a conceptual justification of the purpose, tasks and content of working with children.

2. An orphanage is a form of charity traditionally organized for orphans. Nowadays, orphanages are educational institutions organized according to the usual type of activity for children of one family, but with students being around the clock. The main focus is on the implementation of the educational function. Such an organization does not contribute to the full development of the orphan. After all, a foster child of a normal educational institution returns home after kindergarten or school, where he or she can meet the need for emotional-personal communication, and the orphan is deprived of such an opportunity. Without fulfilling this basic need (for love, emotional intimacy, understanding), a person's full development is impossible. At present, this exact need of children in orphanages is not sufficiently met. This is due to the theoretical and methodological underdevelopment of the model of the pedagogical process of the orphanage, its interaction with adults, peers and the world around it, which can best meet all the basic needs of the orphan, including emotional and personal communication. love, acceptance and understanding. Thus, it is clear that it is necessary to develop a general strategy for the organization, upbringing and education of preschool children in special conditions of the orphanage, to establish the principles that should be the basis for building the pedagogical process. answer to the question:

the upbringing of preschool orphans, as well as the form of how the institution should be organized to provide a scientific and methodological support to the process of upbringing in orphanages.

3. Reconstruction of the orphanage as an educational institution requires a change in approaches to training. Currently, the professional activity of orphanage teachers is based on the type of activity of teachers of ordinary educational institutions for family children (for this category of specialists there are not even qualifications). The role of the orphanage teacher, its functional responsibilities should be reconsidered, it should focus not only on the performance of educational functions (teaching and upbringing), as it is now, but also on the payment of compensation as much as possible, no to the child of the parents, to establish various emotional-personal relations with them, and so on. Today, there are no educational institutions in the vocational education system that provide such education.

We believe that special theoretical, methodological and organizational work is needed in this direction. training of teachers to work with orphans should be carried out both in the context of pedagogical schools, and for them special courses at the bachelor's and specialist level, specialized programs at the master's level, etc.) should be developed. to provide optimal opportunities for professional development of orphanage specialists, which are in short supply today (it is necessary to develop professional development courses, theoretical seminars, study groups in orphanages, etc.). A very important aspect for vocational education teachers is to work with foster children, teachers who are very prone to this



phenomenon due to the peculiarities of their work and constant contact with such a difficult contingent of children. It is advisable to prevent personal exhaustion.

It is necessary to study this phenomenon theoretically and methodologically and develop such a system of work with teachers.

Implementation of such an approach is not possible without scientific and methodological substantiation and model development.

The practical need to study the selected problem is the need to develop software and methodological software for the social development of preschool children in an orphanage setting and to develop teaching materials for specialized teaching to work with teachers. orphans in universities, colleges, in the system of advanced training.

Analysis of the State of the Problem Provides a Basis for Identifying Objective Contradictions:

the international community's focus on protecting children, recognizing the responsibility of adults for the lives and well-being of the younger generation, and the lack of real conditions for the implementation of these requirements;

between society's need for socially flexible, adequate, moral, creative citizens and the existing system of raising orphans that does not meet this need;

between the social needs of orphans and children left without parental care in orphanages and the inability of the traditional pedagogical process of an orphanage to meet them;

between the need to optimize the process of social development of the orphan and the level of theoretical and methodological development of the problem in scientific research;

between the great importance in the development of personality in the early stages of formation (early and preschool childhood) and the underestimation of this period at the social level and at the level of scientific and theoretical understanding;

between the complexity and specificity of the tasks the orphanage teacher is called upon to solve, and the lack of a system of specialized professional training of teachers in universities and colleges.

The need to overcome the above contradictions identified the research problem: "Theoretical and scientific-methodological basis for optimizing the social development of preschool children in orphanages."

The Social Development of Preschool Children in an Orphanage is Optimal Under the Following Conditions:

1. to change the principle of the child's access to the social world, taking into account the specific features of the social formation of the orphan child (severe heredity, extracurricular upbringing, etc.) and the existing "barriers" to its development. , focusing on the individual experience of the child before the orphanage and forming a strategy of socialization accordingly;



2. Scientific development of theoretical and scientific-methodological bases of social development of preschool children in the conditions of orphanages, integrated concept and model of social development of orphans;

3. Reconstruction of educational and upbringing work of the orphanage on a meaningful basis (in addition to the implementation of all educational functions, the content of education should include the following aspects: psychological harmonization and development of the orphan's personality. communication skills; expansion of daily skills and abilities; creative development of the individual; socialization of the sexual role, assimilation of the basics of legal culture, etc.) and technological (open nature of the orphanage; bringing life in the orphanage closer to family life; orphanage; transition from the predominance of frontal forms of work to the priority of emotional and personal communication with children; abandonment of excessive regulation of children's lives and transition to changing planning and implementation of work; combination of individual and collective forms of work with children;

ensuring that preschool children interact with their foster children in and out of the same orphanage.

4. Change the approach to training for work with orphans, the content and technology of such work in the context of professional pedagogical institutions (bachelor, master) and in the system of teacher training, including scientific and methodological justification in this work. training to overcome the professional exhaustion of the orphanage teacher.

Research Tasks The First Group of Tasks is Related to the Development of the Theoretical Basis of Research:

1. Development of a set of rules that form the social and pedagogical basis of development and upbringing of children in preschool orphanages;
2. Identify the main trends and patterns of development and upbringing of children in preschool orphanages.
3. Development of a concept and a complex model of the process of raising a child in a preschool orphanage and training staff to work with children.

The Tasks of the Second Group are Meaningful and Procedural:

1. Substantiation and testing of methods of construction of the pedagogical process of preschool orphanage;
2. Develop a profессиogram for the orphanage teacher.
3. Development of the content and technology of training to work with children in orphanages.

The Tasks of the Third Group are of a Practical Nature:

Development of a program of social development of children,

1. Children in preschool orphanages;
2. Development of master's degree content for teachers preparing to work with children in orphanages;



3. Development of a cycle of special courses for bachelors on the peculiarities of children's development and pedagogical work with them in the orphanage;

Development of curriculum and theoretical seminar programs for teachers of orphanages.

The level of development of the topic and the theoretical basis of the research The trinity of the subject of our research - the social development of the orphan, the pedagogical process of the orphanage and the peculiarities of training for such institutions - inevitably delimit its components and analyze the independence of each direction.

Respondents cited a number of reasons for their dissatisfaction with their marriages, citing inadequate social protection by the state.

The students also complained about the irresponsibility of some leaders, poor quality education in orphanages, negative public attention and neglect, lack of family life, employment and personal housing, inadequate work of local authorities and prosecutors, and difficulties in life. He was dissatisfied with his marriage. In addition, the neglect of children by their educators, the abuse of children by some teachers in these educational institutions, the abuse of their personalities, and discrimination were mentioned. Some could not give any reason. (So indifferent!)

Here we will stop for a moment and look at the options for the consequences of these factors

In what order do orphanages accommodate foster children? parents have died, they have been deprived of parental rights, their parental rights have been restricted, parents have been declared legally incompetent, parents have been ill, parents have not been there for a long time, parents refusing to bring up children or protect their rights and interests, including in cases where parents refuse to take their children from educational institutions, medical institutions, social security institutions and similar institutions, as well as children left without parental care in other cases it is prescribed by law.

In general, orphanages are institutions that help orphans left without parental care to grow up healthy and well-rounded, socialize in society, and find a worthy place in life.

However, what is the reason for the unsatisfactory evaluation of the system by the trainees, their insecurity about the future?

One of the factors that hinders children from finding their place in life is the fact that over the years they develop a sense of dependency. The prosperous life in the orphanage (financially of course!), Free donations, school supplies, etc., and regular donations by sponsors keep children away from the struggle for their lives.

For example, in full-fledged families, parents provide such conditions until the child reaches a certain age. But children in a full family grow up seeing how their parents make money, the hardships of making money. They have the "opportunity" to see that a person who works hard can live well, not only in the literature, but in real life.

The reason for their inability to find a job (as mentioned above, they do jobs that do not require professional knowledge) is that the existing education system in orphanages provides quality education to young people, skills development, vocational training and entrepreneurship. does not meet the requirements (this problem has existed before). As a result, when this group of young people steps into independent life, they face a number of difficulties in finding a job, finding a job, and earning a living.



The Problem of Housing

In fact, the government is expected to solve this problem, and the placement of young people who have graduated from the orphanage in dormitories, which are on the balance of municipalities and radically different from the orphanage in terms of living conditions, is another blow to their socialization. . In other words, studies in all regions have shown that graduates are forced to live in rented dormitories, which are inconvenient for the city and district administrations and do not meet sanitary and technical standards at all. Living in dormitories run by local authorities is very uncomfortable, and the environment there has a negative impact on the morale of young people. There is a lack of systematic control of dormitories on the balance of municipalities, where there are many people who consume alcohol, behave badly, behave badly, and engage in prostitution.

Why is the Situation so Bad ?!

The effectiveness of the educational process in orphanages is very low in foster children to develop independent thinking, responsibility for their own lives and a sense of responsibility for the future. The current system of orphanages is creating a sense of dependency among young people. The socialization of young people is also affected by the fact that the education system in almost all orphanages in the country does not correspond to real life and the conditions of a market economy. In addition, the survey found that "the lack of employment for orphanage graduates is causing them various economic problems. Unemployed and penniless young people are forced to meet their material needs through various tricks. As a result, there is a growing tendency for boys to commit crimes and for girls to commit prostitution."

The natural question is, "Why are they being forced?" Despite the fact that for so many years the conditions have been created for the pupils and the conditions have been created for them to be directed to the educational profession, the reason is that they have been forced to take such a bad path. The whole problem is to create these ready conditions. If there is a holiday, of course, the children of the orphanage will be taken to various concerts, and summer and winter vacations will be prepared for them (it is another matter what the conditions are, but the budget will allocate funds for this). And there are so many types it's hard to say.

Taxpayer Fees!

Why do we always have bonuses for certain groups by some organization (this organization must be a budget organization! Again, it is the responsibility of taxpayers)?

Should we pay taxes on the income we earn from feeding our mentally healthy people in a systematic way, providing them with ready-made conditions and regular delivery?

There are no objections for people with disabilities, mental retardation and special needs!

The inability of foster children to fully adapt to society is not a problem today, it has been proven time and again that it is an ineffective mechanism. During the preparation of this material, I contacted many organizations, including the Ministry of Public Education, the Ministry of Health, the authorities, the Youth Union, and the Youth Affairs Agency. However, I could not find accurate and complete



information on how many orphanages there are in our country, not to mention the number of foster children there!

Because the system is designed in such a way that the general coordination of orphanages in the humanitarian field, such as education, in the Ministry of Public Education again includes those who do not have health problems (according to my information, there are 19 orphanages and 4 SOS orphanages). If you have a health problem, you should contact the Ministry of Health (as there are 6 orphanages in the ministry). included in the disposal. Despite the fact that the Youth Union is tasked with establishing a systematic monitoring mechanism for the employment of orphans and children deprived of parental care, none of the regional Youth Councils of the Republic has an address list of orphanage graduates. Recently, the task of promoting the employment of children was transferred to the Agency for Youth Affairs (according to them, there are 26 orphanages and 3 SOS Children's Villages).

For taxpayers, it was not possible to find out how much a foster home would cost (perhaps, but the material would not be ready for at least half a year until he received the information), just a simple calculation. If this is done, it will not be difficult to find out how much money will be spent on the construction of the orphanage and its provision with the necessary equipment, the retention of teaching staff and the necessary technical staff, teaching aids and clothing.

The afterlife of Orphanage Graduates

However, it became clear that no organization is interested in maintaining a common registry, which is interested in the afterlife of orphanage graduates.

Although many normative and legal acts have been adopted in the field, there are many shortcomings in their implementation mechanisms, and some documents have contradictory and contradictory aspects (a separate material has been prepared on these issues).

They were cut off from the community, divided into groups without families, and fed, changed, and educated at pre-arranged times. However, there is no state in this system for educating people who define their core values! And their next life will be full of unanswered questions.

In Conclusion, I would like to say the following:

The above facts and the purpose of addressing this issue are to provide effective education for those who are brought up at the expense of the people, to be brought up as necessary people for the future, for those who have been deprived of parental upbringing. Based on the results of scientific research and experience in working with children, it is time to consider the adaptation of education in the system to the conditions of modern society, to take into account the views of students.

It is necessary to bring up people who can contribute to the well-being of themselves and others, and not just the strata of society.



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