

## ORPHANS AND CHILDREN DEPRIVED OF PARENTAL CARE IN SCHOOLS PROBLEMS IN QUALITY EDUCATION AND UPBRINGING

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### ABSTRACT

Education recognized in the Convention on the Rights of the Child is a fundamental human right for all children. All children or students, regardless of status, should have quality education, which should enable them to acquire knowledge, skills and competencies to increase their personal income and contribute to economic efficiency. Therefore, in addition to being beneficial to the child, schools also serve as important resource centers for meeting the wider needs of society. In this regard, schools provide children with a safe structured environment, emotional support and control from adults, and the opportunity to learn how to interact with other children and develop social relationships. Investing in health and education is positively associated with improved human capital and rapid economic growth. Education is one of the key factors of economic development. Education reflects professional and social success in people's lives. Numerous studies have documented that school success depends on socio-economic status, such as family size, economic status, education, living environment, and so on. Achieving optimal quality of education is a major challenge for any environment, as school success depends on many aspects, such as the family's socioeconomic and school factors, children's health and nutrition, and developmental status. The whole world is struggling to care for about 143,000,000 orphans and millions of abandoned children. Every child has the right to grow up in a supportive family environment. But around 2.7 million children worldwide live in out-of-family care settings, and the actual figure could be much higher. Global politicians are advocating the relocation of orphans and abandoned children living in institutions to their families as soon as possible and the use of institutional care as a last resort. Social protection of orphans and children deprived of parental care is one of the most important tasks of the state and society. Such children are one of the most pressing problems of the modern reality of the world today. The growth of social orphanhood, the neglect of children, as well as the demographic catastrophe, are based on their general crisis in the family. In the context of the ongoing instability of socio-economic and political life of the countries, the number of children in difficult situations is growing. These include orphans, socially disadvantaged children and young offenders, children with disabilities, refugee children, and children living in disadvantaged environmental conditions. A child who has a social orphan-biological parent, but for some reason they are not engaged in raising and caring for the child. They are children whose parents have not been legally deprived of their parental rights, but who have not in fact performed their duties of raising and caring for the children. Orphans, children deprived of parental care and children who do not have a positive experience in family life cannot build a healthy, full-fledged family. Raised in imperfect public institutions, the education system often repeats the fate of parents, depriving them of parental rights and expanding the field of social

orphanhood. According to researchers of this problem, 40% of children leaving the orphanage are criminals, 40% are drug addicts, 10% are suicidal and only 10% are able to live a completely independent life. The problem of assessing the educational and upbringing characteristics of orphans and children left without parental care and their support arose in pedagogy in the first half of the 19th century and became especially relevant in the first quarter of the 20th century. This problem has been studied in depth by foreign scientists such as J. Piaget, L.S. Vygotsky, D.B. Elkonin. The problem of educational and pedagogical interaction with orphans and children left without parental care has attracted and engaged many researchers in various fields of science and practice: doctors, psychologists, teachers, philosophers, sociologists, social workers continues. There are many approaches to understanding and solving this problem. One thing is clear: the study of educational and pedagogical interactions with orphans and children left without parental care is inextricably linked.

Researchers in the fields of psychology, pedagogy and sociology say that the socio-psychological characteristics of this category of children, in particular, unwillingness to adapt to the social environment, lack of sincere emotional relationships, isolation, despair, dreams are beyond the general problems. Relationships with others are ineffective and emotionally saturated in content, i.e., they are characterized by little experience of social interactions; addiction; low development of individuality, low personal activity; rules imposed by society, resistance to norms. These personal characteristics do not help this category of students to successfully adapt to independent living. Thus, the most important task of school education and upbringing is that students should not only successfully acquire professional skills, but also be formed as independent individuals. Thus, according to J. Jerseyld, "children who grow up outside the family do not have a rich emotional experience: a child's ability to love others is closely related to how much love the child has and how it is expressed". A number of authors, such as Craig G., believe that Rean AA has an instinctive need for a child to interact with adults. Satisfying a child's need for love acts like "affective hunger," which is as important as satisfying the body's hunger. Depending on the realization of this need - one of the main needs of the child, his personality, his attitude to himself is formed. The study of the developmental characteristics of children deprived of parental care has been carried out by many scientists. The founder of the study of the influence of parents on child development is the English psychologist J.K. Bowlby. A comparative analysis of the behaviors of children raised in foster homes and children raised in their families almost always emphasizes that positive development of mind, emotions, and character is stronger in children raised in families. This is because childhood is a period when the main qualities of a person are psychological stability, positive, moral orientation, vitality, purposefulness. The development of the child outside the family goes a special way with the formation of specific personality traits that are manifested in specific emotional complexes (insecurity, aggression, low empathy, etc.). Researchers emphasize the characteristics of children in foster care: they are aggressive, hypersensitive, cruel, stubborn, hostile, impatient, often neurotic tendencies, relationship difficulties, signs of mental stress.

L.V. Horoshko emphasizes the main features of orphans and children deprived of parental care, brought up in orphanages. These are social, psychological and pedagogical features: - The main features of social characteristics that complicate the process of integration of such children into society are: lack of skills to make independent decisions, plan personal life, start a family. This

category of children is often exposed to the negative effects of social processes: addiction, social behavior, drug addiction, alcoholism. - psychological characteristics are characterized by certain symptoms as a result of lack of love and affection associated with early parental deprivation. As a result of the initiated deprivation processes, orphans become indifferent to the sorrows of others, they do not know how to empathize, empathize. Such children are not sincere, they have different reasons for being separated and celebrated; they are encouraged, indifferent to affirmations, and indifferent to comments and criticisms [2, p.89]. - pedagogical problems are related to their pedagogical negligence. Pedagogical negligence includes children's lack of sufficient skills to master learning materials, misunderstand ethical, political, economic norms, and spiritual and moral values. Disagreement with these norms leads to deviant behaviors manifested in bad habits such as adolescence, domination, and violence. Added to all this are the following characteristics of the emotional-volitional sphere: anger, inability to control one's emotions. - It follows from all this that children deprived of parental care have a complex psychological condition associated not only with the congenital features of the nervous system and certain personality traits, but also with the difficult life experience gained before the child was placed in boarding school. All of these psychological processes directly or indirectly affect the socialization of students. To encourage their successful socialization, they need to be educated, developing skills and competencies that will help them achieve independent living. With this in mind, a key factor in raising a child is that the social environment in which the child lives is saturated with appropriate patterns of behavior. At the same time, the most obvious educational effect is the interaction with adults (relatives and loved ones) that is important to the child. For children raised in orphanages, these will be school teachers and orphanage educators.

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