



FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

ISSN: 2181-1776

Sulaymanova Dildora Kodirovna¹

¹ Independent researcher of the National University of Uzbekistan
sulaymanovadildora420@gmail.com

CURRENT ISSUES OF SOCIAL AND PSYCHOLOGICAL PROTECTION OF CHILDREN LEFT WITHOUT PARENTAL CARE

Abstract: Although the guardianship and trusteeship role study in the children social protection left without parental care has not been studied as a single comprehensive study, however, the issues related to or around it have been reflected to some extent in many scientific research works of foreign and domestic scientists. At the same time, this issue also reveals the problem urgency.

Keywords: *orphan, upbringing, orphanage, psycho-correction, guardianship, sponsorship, patronage, foster family, communication, play, individuality*

Аннотация: Хотя исследование роли опеки и попечительства в социальной защите детей, оставшихся без попечения родителей, не изучалось как единое комплексное исследование, но связанные с ним вопросы или вопросы, связанные с ним, в некоторой степени отражены в ряде научных работ. исследования. Вместе с тем, в этом случае выявляются вопросы актуальности данной проблемы.



Ключевые слова: сирота, воспитание, детский дом, психокоррекция, опека, спонсорство, патронаж, приемная семья, общение, игра, индивидуальность.

Аннотация: Ота-она қарамоғисиз қолган болаларни ижтимоий ҳимоялашда васийлик ва ҳомийлик органларининг ўрни билан боғлиқ тадқиқот ягона комплекс тадқиқот сифатида ўрганилмаган бўлсада, аммо у билан боғлиқ ёки унинг атрофидаги масалалар хориж ва мамлакатимиз олимларининг қатор илмий тадқиқот ишларида у ёки бу даражада ўз аксини топган. Шу ўринда мазкур ишда ҳам бу муаммо долразблиги масалалари очиб берилган.

Калит сўзлар: етим, тарбия, меҳрибонлик уйи, психо-коррекцион, васийлик, ҳомийлик, патронат, фостер оила, мулоқот, ўйин, индивидуаллик.

In recent years, the country has done a lot to prevent social orphanhood, to promote a responsible approach to building a healthy family among the population and youth, to form a spiritual and moral attitude to family values¹. A global study of official data by UNICEF shows that many children living in institutions in Eastern Europe and Central Asia remains high - 666 out of every 100,000 children. That's 120 times more than 100,000 children worldwide - five times higher. According to official data in 2016, 255 out of every 100,000 children in Uzbekistan are educated in boarding schools. Although this figure is lower than the regional average, it is much higher than the global average. According to experts, it is important to reduce many children in boarding schools. This can be done by helping the child's family or, if necessary, providing alternative family guardianship. The President decision of Uzbekistan "On additional measures to strengthen social protection of orphans and children deprived of parental care" and the relevant plan clearly demonstrate the

¹“ On additional measures to strengthen social protection of orphans and children deprived of parental care” Decree of the President of the Republic of Uzbekistan - Tashkent. February 11, 2019



government's commitment to ensuring child right to grow up in a loving and caring family.

The social protection issue of orphans and children left without parental care is becoming a global concern. The issue of developing an effective form of accommodation and opportunities for the child full development in special institutions is of great practical importance in relation to the formation problem of the child's personality and behavior in special institutions, to improve their lives, as well as to create the necessary conditions for their full development, to ensure the implementation measures aimed at protecting all children rights and interests.

Not only in Uzbekistan, but also in the Commonwealth of Independent States, the tradition of sending children in difficult life situations to educational institutions and raising children at home in a public way, creating conditions for their full development is widely introduced. Accordingly, the study results of the children living conditions and lifestyles in these institutions have led to the scientifically proven conclusions that orphans and children without parental care have their own characteristics. In particular, both pedagogical and psycho-correctional measures proportion for the children full development in institutions such as orphanages is largely different from both pedagogical and psycho-correctional measures proportions in the full family. It is no coincidence that in the social, paternal and maternal deprivation, regardless of the scientific and methodological approaches quality, these educational institutions have their own shortcomings in the adaptation process and effective integration of graduates into society. Because a child growing up in a full and moral, spiritually mature family acquires the moral norms, social roles and relationships, management skills, and the skills of educating the next generation.

Since 1987, a staff of psychologists has been introduced in orphanages (now orphanages) and boarding schools. This phenomenon means recognizing the need for special psychological support for the mental development of children raised outside the family. The main directions, work principles and methods of



psychologists in orphanages or boarding schools are in many respects similar to those ordinary schools. However, the work of psychologists in these institutions is also unique. This peculiarity is due, firstly, to the educational process specificity in such institutions, and secondly, to the mental development specificity of children. It is known that children brought up in boarding schools from the earliest childhood (1-3 years) differ from children brought up in the family by a number of psychological features: in some respects, the children in these institutions are equal or even superior to those in ordinary schools, and in some respects they lag behind even younger students. Unfortunately, this condition persists throughout the school age period.

Sponsorship - the use of alcohol and drugs by minors between the ages of 14 and 18 who are unable to exercise their rights and obligations independently due to their health state. A personal rights protection form and property interests of persons who have been declared legally incapacitated as a result of a court hearing. Guardianship and trusteeship - the rights protection of children and orphans and children left without parental care in order to care for them, provide them with education and upbringing, as well as to protect their rights and interests, protection form of interests.

Adoption is an adoption form of an orphan and a child left without parental care with the kinship right. Minors who are entitled to a pension or allowance for a breadwinner loss at the adoption time shall retain the same right in the adoption event. Adoption is the most appropriate placement form of orphans and children left without parental care.

Patronage is children placement form in a family, in which the child is transferred to the family on the basis of an agreement between the competent authority (guardian of the guardianship and trusteeship body) and the person who assumes the educational responsibility (prospective parent).

A foster parent is a capable adult who carries out the child upbringing on the basis of an agreement with the guardianship and trusteeship authority on the foster



care or social patronage implementation and protects the rights and legitimate interests of the child.

Foster (ing.) is a host family.

Foster family is an alternative form of temporary placement in a family for the children rehabilitation purpose in difficult life situations, until the situation changes, and it is used in cases when for some objective reasons it is impossible to adopt a child.

The foster family is given the child on the basis of a civil law contract, and in some countries an additional employment contract is concluded between the foster caregiver and the child placement service. This guardianship form is widely used in foreign countries, including the United States, Great Britain and other countries.

This can be explained by the fact that the lag in psychological development occurs at a very long, preschool age. As its elimination is not sufficiently carried out in special institutions, they become more profound in later life. When starting to work in orphanages or boarding schools, the psychologist is required to do the following, as specified in the regulations:

Psychological work with children left without parental care in orphanages and boarding schools, these institutions should focus on ensuring the full psychological development of students, the personality and intellectual development, the diagnosis of disorders' psychological causes in the educational process and the preventive measures implementation to eliminate such disorders. The psychologist should reduce the tragedy impact on the child's mental development and ensure the progressive development of the child's personality through appropriate psychological methods.

If we look at all social work profession aspects, working with children left without parental care has its own characteristics, and a social worker responsibilities place a special responsibility on the owner of this profession. The parameters for assessing the developmental needs of a child in an orphanage require clear



implementation. It is useful to rely on foreign experience in this regard. Because the child's health depends on the conditions created for him and requires constant monitoring. Information also takes into account the fact that from the moment a child is born, he or she has the mental capacity to think and communicate access to books, the acquisition of skills and competencies specific to other age groups, and the ability to experience feelings of achievement and accomplishment. Emotional development. It refers to a child's attitude through emotions and actions.

The child learns to feel the individuality that is developing and to feel a separate whole and valued personality. It includes: the child's attitude towards himself and his abilities, how he imagines and evaluates his image, and a positive self-esteem presence. It can also include racial, religious affiliation, gender, age, limited opportunities. These include feelings of belonging to the family, peer group, and social acceptance (as well as cultural affiliation).

Family and social relations. The development of kindness, compassion and the ability to replace others. It is also important to take into account the stable existence and emotionally warm interpersonal relationships with parents or guardians, siblings, close relatives, and neighbors, the importance of establishing friendly relations with peers and other people who are important to the child, as well as those people attitude towards the child. Particular attention should be paid to the fact that the child's physical abilities are limited, affecting him or her, or other social conditions that may affect self-care skills development. Family therapy is one of the main sources in the social work method. One of the important features of family therapy is that the patterns that are important to implement with the family are reflected in this therapy. The general appearance of the family determines its activities. In our republic, too, this approach requires a unique approach.

Based on foreign experience, we clarify our opinion on this issue. Family therapy was first used in Italy. The basis of this work was the patriarchal role and obligation. Work was done with the family as a social system or as a whole organism. Different family life is perceived differently depending on what class, race, and interruption. "It is difficult to talk about the family in the "norm", each

family has its own pattern of communication, values and behavior. So the social worker's task is, "How does this family live?" will need to understand the question. Every family goes through several transitional stages in its development. Rebuilding each family group means ensuring its members integrity. It is no secret that placing a child in any new environment, in a family that is new and completely foreign to the child, can provoke a child's own traumatic experiences. Therefore, at this stage, the social worker working with the child and the dependent family should take an individual approach to each situation, keeping in mind the experiences that the child may experience. Particular attention should be paid to organizing a child placement in a foster family as a planned process.

References:

1. Akimova M.N. Organization of work with foster families. Samara. 1998.
2. Askarova U. Pedagogical bases of national pride education in teenagers of the House of Mercy. Can.ped.eci...dis. – Tashkent, 2001.
3. Akhmedov D.K. State social protection in Uzbekistan: legal framework and problems of improvement. Doc.law.sci...dis. –T.:TSIL, 2007.
4. Dzenushkaite S.A. Our house. M., 1987.
5. Ganieva M. Fundamentals of social work. Methodical manual. –T.: “CHASHMAPRINT”, 2010.
6. Ivanova N.P., Zavodilkina O.V. Foster Children: Tips for New Parents. M., 1993.
7. Kotli P. New adoptive parents (first experience). Novosibirsk, 2000.
8. Nabiyev F.Kh. Social policy. Educational-methodical manual. – Samarkand. SamSU, 2007.