

## Impact Factor:

ISRA (India) = 4.971  
ISI (Dubai, UAE) = 0.829  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHII (Russia) = 0.126  
ESJI (KZ) = 8.716  
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

## International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 10 Volume: 78

Published: 06.10.2019 <http://T-Science.org>

QR – Issue



QR – Article



**Kahramon Nozimjonovich Kayumov**  
the National University of Uzbekistan  
Senior lecturer department of “Social work”

## THEORETICAL APPROACHES TO THE ANALYSIS OF SOCIAL ORPHAN HOOD

**Abstract:** The article discusses the main theoretical approaches to the study of social orphan hood. The main conclusions of the theoretical study of the problem are that social orphan hood is the result of gaps in the ecosystem model of society.

**Key words:** orphan hood, social work, social development, ecosystem model, society.

**Language:** English

**Citation:** Kayumov, K. N. (2019). Theoretical approaches to the analysis of social orphan hood. *ISJ Theoretical & Applied Science*, 10 (78), 11-18.

**Soi:** <http://s-o-i.org/1.1/TAS-10-78-2> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.10.78.2>

**Scopus ASCC:** 3301.

### Introduction

The spread of the scientific approach to the analysis of the consequences of growing up of children without parents dates back to the middle of the 20th century - an increase in interest in these issues was associated with a sharp jump in the number of children left without parental care as a result of loss during the First and then Second World Wars. The publications of W. Golfard raised these problems, highlighting a number of emotional, behavioral, and intellectual problems that arise in the pupils of boarding schools. The English scientist John Bowlby, the founder of the theory of affection, in his monograph highlighted the issues of family education and the main idea was that in order to form a psychologically healthy personality, the child should be brought up in a family atmosphere, and the loss of emotional connection with the mother or the person replacing her leads to psychological disorders. J. Bowlby argued that “the problem is not rooted in the very essence of public education, but in the absence of conditions under which an orphan could establish an intimate, emotionally rich and stable relationship with the object of attachment, contributing to the formation of a healthy, active and socially adapted person”.

So, in the socio-psychological studies of inmates of boarding schools, the “insufficiency” of conditions necessary for the normal growth and development of the child is emphasized. To denote the functioning

(growing up, interaction, etc.) of a person in an “insufficient”, depleted environment, researchers use the concept of “mental deprivation” - “mental state that arose as a result of such life situations where the subject is not given the opportunity to satisfy some of its basic (vital) mental needs to a sufficient extent and for a sufficiently long time ”(J. Langmeyer, Z. Mateychek).

In the classic work *Mental Deprivation in Children*, J. Langmeier and Z. Mateychek called such forms of mental deprivation as:

1. Stimulus deprivation (sensory: a reduced number of sensory stimuli or their limited variability and modality);
2. Deprivation of meanings (cognitive: too variable, chaotic structure of the external world without clear ordering and meaning, which makes it impossible to understand, anticipate and regulate what is happening from the outside);
3. Deprivation of an emotional relationship (emotional: insufficient opportunity to establish an intimate emotional relationship to any person or the break of such an emotional connection, if one was created);
4. Deprivation of identity (social: limited opportunity for mastering an autonomous social role).

Researchers in boarding schools, according to researchers, are affected by all four forms of deprivation. So, Russian scientists A. M. Parishioners

## Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

and N. N. Tolstoy describe the “depleted environment” of the orphanage, noting the insufficient number of visual, auditory, tactile and other stimuli (sensory deprivation). L. N. Galiguzova, A. E. Lagutina, S. Yu. Meshcheryakova, E. O. Smirnova, L. M. Tsaregorodtseva pay attention to the unstable, often changing composition of adults raising a child in an orphanage, the diversity and mismatch of behaviors and adult attitudes towards the child, a change of institutions that occurs against the will of the foster child (cognitive deprivation).

The instability and fluidity of the staff of the orphanage, too many children per teacher, make it impossible to establish deep emotionally close relationships between children and adults (emotional deprivation). Assessing the specifics of the functioning of residential institutions, we can characterize them as “closed” groups (M. Yu. Kondratyev).

I. B. Nazarova, M. Yu. Kondratyev, N. V. Repina state that social deprivation is inextricably linked with the concept of a “closed” group.

Let us turn further to a detailed consideration of the consequences that a long stay in a deprivation environment leads to.

An analysis of studies on growing up in conditions of mental deprivation allows us to formulate the main problems that characterize the development of pupils of residential institutions, namely: in the field of cognitive development, in the field of emotional and volitional development, in the field of personal development, in the field of social development.

**Problems in the field of cognitive development.** Cognitive development of inmates of boarding schools, according to Russian experts I. A. Korobeinikov, A. M. Parishioners, V. M. Slutsky, N. N. Tolstykh is distinguished by such a feature as a lag in a number of characteristics of verbal intelligence with sufficient formation of non-verbal forms of mental activity. This phenomenon is explained by the specifics of upbringing in the orphanage - the lack of full-fledged social ties that impede the “mediation” of an adult in the transfer of knowledge and experience, the installation of suppressing spontaneous personal and speech activity.

**Problems in the field of emotional-volitional development.** Based on a study of children of preschool and primary school age conducted by a group of Russian specialists (L. N. Galiguzova, I. A. Zalygina, S. Yu. Meshcheryakova, A. M. Prikhozhan, E. O. Smirnova, N. N. Tolstykh, L. M. Tsaregorodtseva) show a low level of development of self-regulation. Volitional development is characterized by insufficient development of the internal plan, which gives rise to situationality in behavior, orientation toward external control. In adolescence, the orientation toward external control is transformed into high suggestibility and a statement,

which is manifested in insufficient opposition to negative influence and manipulation.

Assessing some parameters of the emotional sphere of boarding school children, A. Kh. Pashina and E. P. Ryazanova come to the conclusion that orphans have a poorly expressed ability to adequately recognize the emotions contained in another's speech. In addition, it was revealed that the qualitative originality of the emotional sphere of the pupils themselves is impoverished. It is assumed that the consequence of the formed emotional coldness is the possible violation of marital and child-parent relations in the future.

**Problems in the field of personal development.** Researchers also note the specific development of the self-concept in pupils of residential institutions. It is distinguished mainly by low self-acceptance, self-esteem. I.F. Dementieva, I.G. Zhiritskaya, I. B. Nazarova, N.K. Radina, I.A. Yakovleva note among orphans a sense of their own inferiority, inferiority, and deprivation. V.S. Mukhina explains the peculiarities of the life of the closed institution by the phenomenon of “we,” which is characteristic of the personality of children in residential institutions, which characterizes the peculiar identification of the pupils with each other. The world of children from boarding schools is divided into “friends” and “strangers” (home). But within the “own” group, according to research, there is abuse, aggression.

E.O. Smirnova and A.E. Lagutina described the phenomenon of “alienation of their experience” among pupils of boarding schools, when individual episodes of life that have not been lived become events of life, are not assigned, are not part of psychological experience, and do not determine the future. V.S. Mukhina, A.M. Parishioners, N.N. Tolstykh distinguish the narrowing of the time perspective, characteristic of the personality of the pupil of the boarding school, when the child lives in the past, not focusing on the present and future. The group nature of belonging of things in the orphanage leads to the fact that in the orphanage there are no concepts of “own” - “alien”, respectively, there are no objects that the child could consider “his”. Due to the lack of personal things for the child, for which he would be responsible and to whom others would respect, the practical psychologist V.I. Slutsky remembers, it is difficult for the child to distinguish himself as a separate person who has independent value.

As noted by a large group of authors, a child in a boarding school is deprived of everything that is included in the concept of “home”: close adults, his “corner”, personal toys and other things that he could call his own (L.N. Galiguzova, S. Yu Meshcheryakova, L. M. Tsaregorodtseva).

**Problems in the field of social development.** I. B. Nazarova and N. K. Radina ascertain the presence of signs of perception of themselves as members of a

## Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

marginal group among the pupils of boarding schools. One of the features of state education is the isolation of the life of orphans from the practice of making money. State support provides an opportunity for orphans to live "at the ready." The consequence of such a habit, in the opinion of V. S. Mukhina, is a dependent position, asking for benefits. The consumption of goods without any labor for their acquisition leads to a lack of frugality, responsibility. The consequences of the "depersonalization" of money received to support the pupils, from the point of view of N. K. Radina, are: faith in chance, luck, instant enrichment, financial games; excessive consumer activity (waste of money) and reduced financial control; increased sense of unpredictability of the future and a sense of hopelessness.

The social development of inmates of boarding schools is characterized by a distorted development of communication: contacts are superficial, nervous, hasty. M.I. Lisina, V.S. Mukhina, A.M.

Underdevelopment of communication entails a low level of social competence: inability to navigate in social situations, correctly determine the personal characteristics and emotional state of other people; choose adequate ways of communicating with others and implement these methods in the process of interaction. Russian specialist M. Yu. Kondratyev associates such upbringing with "closed" groups as such impoverished "open" social networks and difficulties in role-playing experimentation. Let us consider in more detail the manifestation of the specifics of the deprivation development of a person in age dynamics based on socio-psychological studies.

**The study of orphans of infancy.** The peculiarity of the development of children of the first year of life in children's homes, compared with peers growing up in a family, is noted by all authors who studied infant orphans (G.V. Khrulnova, L. N. Galiguzova, G. V. Gribanova, T. M. Zemlyanukhina, M. I. Lisina, S. Yu. Meshcheryakova, Yu. F. Polyakov, K. V. Soloed, T. V. Sokhina, L. M. Tsaregorodtseva and others.) Frequent personnel changes and the number of caregivers adults, and at the same time, the impossibility of establishing lasting emotional relations with any of the caregivers determine the unfavorable development of all for the baby in the child's home.

**Cognitive development.** Speaking of cognitive development, L. N. Galiguzova, M. I. Lisina, S. Yu. Meshcheryakova note passivity, little interest in the environment. Such an attitude inhibits the cognitive development of the baby. L. N. Galiguzova and S. Yu. Meshcheryakova reveal inability to act according to the pattern in infants of the child's house, which leads to delays in the development of speech, in mastering specific actions with objects. F. Polyakova and K.V. Soloed note a significant lag in the development of initiative actions in orphans.

**Emotional-volitional development.** Infants from a child's home express less emotion than children growing up in a family. Their emotional manifestations are poor and inexpressive. According to the observations of I.V. Dubrovina and A.G. Ruzskaya, they later than family children begin to differentiate the positive and negative emotions of an adult.

**Personal development.** In the conditions of upbringing in a family, in the first six months of life in infants, in the process of emotional communication with close adults, the foundations of personality and self-awareness are laid, which is manifested in their positive self-awareness, cheerfulness, initiative, exactingness, curiosity. Infants from the orphanage are deprived of full communication, they do not have stable emotional attachments, which, in the opinion of G.V. Khrulnova, entails a violation of personality formation. Attitude to the world is due to relationships with adults. In a baby in a child's home environment, these relationships are superficial, unbiased, poorly differentiated (L. N. Galiguzova, M. I. Lisina, S. Yu. Meshcheryakova, L. M. Tsaregorodtseva, etc.).

**Social development.** The pupils of the orphanage later than children from the family, the need for communication is manifested. Accordingly, communicative activity does not appear longer. Communication is sluggish. The revitalization complex, being the first social reaction, according to the observations of L. N. Galiguzova, G. V. Gribanova, S. Yu. Meshcheryakova, L. M. Tsaregorodtseva, is weakly expressed, arises with difficulty, it includes less diverse manifestations, it is characterized by insufficient duration and intensity, quickly fades with the disappearance of adult activity. T.V.Sokhina found that in situations of discomfort, orphans often show passive, somatic reactions and self-stimulation, while infants from the family, already possessing some ability to regulate adult behavior, attract him to eliminate discomfort.

The contacts of infants with each other also bear the imprint of the lack of a full relationship with an adult. The interest in peers arising in the first half of the year in the second half of the year is noticeably reduced: being close by, children often do not notice each other, do not engage in game interaction, are not sensitive to the initiative and emotional state of their peers, which leads to conflicts between them (L. N. Galiguzova, S. Yu. Meshcheryakova, L. M. Tsaregorodtseva, etc.).

**The study of young orphans.** The lagging lines identified in infancy in the development of boarding school children continue to be traced to the inheriting age stage - at an early age (B.I. Aizenberg, L.N. Galiguzova, T.M. Zemlyanuhina, V.I. Kondrashin, N.V. Kuznetsov, M.I. Lisina, S. Yu. Meshcheryakova, A.G. Ruzskaya, T.A. Finashina, L.M. Tsaregorodtseva).

## Impact Factor:

ISRA (India) = 4.971  
ISI (Dubai, UAE) = 0.829  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHHI (Russia) = 0.126  
ESJI (KZ) = 8.716  
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

### *Emotional-volitional development.*

Observations by L. N. Galiguzova, T. M. Zemlyanukhina, S. Yu. Meshcheryakova, L. M. Tsaregorodtseva for a young child show that his activity proceeds on a flattened emotional background, accompanied by apprehension and timidity. Orphans, unlike children brought up in a family, receive much less positive emotions from familiarizing themselves with toys and often experience conflicting and negative emotions. Negative emotions prevail, and they are manifested much more intensely.

**Social development.** In communication with an adult, as noted by L. N. Galiguzova, S. Yu. Meshcheryakova, L. M. Tsaregorodtseva, in an orphan child such indicators as attention and interest, emotional attitude, the number of communicative statements, and flexibility in attitude are reduced. Initiative of the child visibly affects the adult.

As at an earlier age, children's sensitivity to adult ratings lags behind the norm: children do not differentiate adult praise and censure. Business contacts with adults arise late and are carried out in a primitive form. The purpose of the communicative actions of children in the orphanage is physical and other directly emotional contacts with adults. There is an echo of the unmet need for emotional contact in infancy. The same researchers characterize the sphere of communication of orphans with peers as depleted. Children's contacts are often colored with negative emotions, in the games of children there is less initiative, openness, friendliness, and aggressiveness is frequent.

The study of orphans of preschool age. Among the socio-psychological studies, we were not able to find works studying the differences in development between pupils deprived of parents in preschool age and children orphaned in the first three years of life. In the studies below, the authors do not pay attention to the age of the child at the time of admission to the institution.

The study of orphan preschool children in the scientific literature is given more attention than young children (M.K. Bardyshevskaya, L.N. Galiguzova, S. B. Danilyuk, I. A. Zalysina, R. I. Kanunnikov, I. A. Korobeynikov, A. E. Lagutin, S. Yu. Meshcheryakova, A. M. Parishioners, V. M. Slutsky, E. O. Smirnova, N. N. Tolstykh, L. M. Tsaregorodtseva, etc.).

**Cognitive development.** The above-described features of the cognitive sphere of pupils of boarding schools (lagging behind in a number of verbal assignments and a sufficient level of development of non-verbal intelligence) were found by I. A. Korobeinikov and V. M. Slutsky on a group of orphans

- preschoolers. The specificity of cognitive development is associated by the authors.

With the conditions of a closed institution (lack of full-fledged social ties, suppression of personal and speech activity).

**Emotional-volitional development.** In the development of the emotional sphere, the same trends remain as at an earlier age. L. N. Galiguzova, I. A. Zalysina, S. Yu. Meshcheryakova, L. M. Tsaregorodtseva thus characterize emotional-volitional development: orphans are characterized by a passive, indifferent attitude to the environment; As a rule, vivid emotions and experiences do not cause the perception of fairy tales, filmstrips, and role-playing games. According to A.M. self-control.

**Personal development.** Russian specialist V. S. Mukhina analyzes the "picture of the world" that is emerging in the representations of a preschool child. The author emphasizes that the child's ideas are influenced by the characteristics of the culture and social environment in which the child is located. The tragedy of losing a family makes an orphan preschool child turn to his past when he lived in a family and everything was fine. It is possible that such a phenomenon as "alienation of one's own experience" is connected with the child's turning into the past, when individual episodes of life that have not been lived become events of life, are not assigned and are not included in psychological experience. A. E. Lagutina and E. O. Smirnov explain it by the lack of subjective meaning in the actions of the child: knowledge and behavior patterns remain formal, alienated and do not cause an emotional, subjective attitude. L. N. Galiguzova, S. Yu. Meshcheryakova, L. M. Tsaregorodtseva note the lack of a temporary perspective for orphans. Children live in the present, having no past and future, they do not know how to fantasize, dream, strive for something. According to A.M. Parishioners and N.N. Tolstoy, an orphan preschool child is characterized by a simple, one-dimensional, undivided idea of himself. Formed under the influence of estimates and expectations of adults, most often it comes down to a negative assessment.

**Social development.** Here, as at an early age, the emphasis by researchers is on the dissatisfaction with the need for emotional communication. Children eagerly respond to any initiative on the part of an adult. But it is precisely the intense need for attention and goodwill that is motivating for orphans. Inherent in children of this age raising in a family, the need for cooperation, respect, empathy is not typical for children left without parental care of parents of this age (L. N. Galiguzova, I. A. Zalysina, S. M. Meshcheryakova, E. O. Smirnova, L. M. Tsaregorodtseva). Contacts with peers continue to remain monotonous and unemotional, occur less frequently than in a group of children brought up in a family. L. N. Galiguzova, S. M. Meshcheryakova, L. M. Tsaregorodtseva describe the relationship between orphans and peers: "Other children are a monotonous background for their children, and if they come out of

## Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

this background, it's more like competitors or rivals, but not as partners and comrades. ”

The game, being the leading type of activity at this age and reflecting the level of social development, in the preschool-orphan is the simplest form - the game-manipulation. The role play, according to the observations of A. M. Parishioners and N. N. Tolstykh, is not peculiar to the pupils of orphanages, when it is organized, an adult's initiative is necessary, without which it breaks up. In the game, orphan preschoolers hardly follow the rules and obey their behavior, do not adhere to the plot, as noted by L. N. Galiguzova, S. Yu. Meshcheryakova, L. M. Tsaregorodtseva.

Studying orphans of primary school age. Moving to primary schoolchildren, researchers evaluate readiness indicators for schooling. It is readiness for schooling that is a successful outcome of development in preschool age. Pupils of boarding schools demonstrate positive motivation for learning. However, behind such a seemingly strong side lies the same dissatisfaction with the need for attention. A.M. Parishioners and N.N. Tolstykh believe that the desire to please an adult, to earn his attention, hidden behind positive motivation, does not contribute to the formation of a teacher-student relationship in educational activities. Difficulties in the upcoming educational activities, according to I. A. Korobeinikov and V. M. Slutsky can also cause the underdevelopment of a number of structures of verbal intelligence, which is especially important in conditions of schooling, mainly built on verbal communications.

The researchers conclude that due to reduced arbitrariness, deformation of the emotional and personal sphere, preschoolers raised in a boarding school, on the threshold of the school, are not prepared for educational activities (L. N. Galiguzova, S. Yu. Meshcheryakova, A. M. Prikhozhan, N.N. Tolstykh, L.M. Tsaregorodtseva).

Cognitive development. At primary school age, the preservation of the characteristics of thinking identified in preschool age (uneven development of visual-effective and visual-figurative thinking) is observed (I. A. Korobeinikov, A. M. Prikhozhan, V. M. Slutsky, N. N. Tolstoy). On average, the general intelligence coefficient corresponds to the age norm.

Emotional-volitional development. Knowledge of the norms of relationships among students of a boarding school does not lead to following them in both verbal and real behavior. According to the data of L.P. Vygovskaya, A.M. Parishioners, N.N. Tolstykh, aggressive tendencies, the desire to blame others, the inability and unwillingness to admit their guilt, which is less characteristic of children from the family, are noticeable in behavior. Defects in arbitrary self-regulation of behavior that an orphan preschool child faces are expressed in their inability to plan and

control their actions independently, as noted by A.M. Parishioners and N.N. Tolstykh.

**Personal development.** K. Radina expands the knowledge of the components of the world of elementary schoolchildren. Studying the areas of the psychosemic space of children in boarding schools and children from the family, the author comes to the conclusion that younger orphans perceive the social world as more restrictive, overwhelming and threatening. The self-acceptance of younger orphans is significantly lower than the self-adoption of children from the family.

Social development. Previously acquired and uncompensated defects in communication with an adult are manifested in educational activities. The frustration of the need for communication, believes L. L. Kryuchkova, manifests itself in a pronounced desire to communicate with adults and at the same time aggressiveness towards them by younger schoolchildren and pupils boarding school.

**Studying teenage social orphans.** Judging by the number of works found, adolescence is of most interest to researchers. Among the works found, a significant number of studies by young scientists (S. V. Drokova, T. I. Dyakonov, Yu. B. Evdokimov, N. N. Kasyanov, N. N. Krygin, S. N. Krygin, O. G. Motovilin, S. N. Satysheva, O. V. Soloviev, E. G. Troshikhina, E. V. Tsokalo, S. V. Shchegoleva and others).

**Cognitive development.** The features of the intellectual development of orphans are practically neglected. Single studies, for example, of T.V. Dyakonova, state insignificant deviations of normal development (indicators of verbal and visual memory, figurative and logical thinking, attention are slightly reduced).

**Emotional-volitional development.** A. Kh. Pashina and Ye. P. Ryazanova illustrate distortions in the development of the emotional sphere by the example of teenage orphans. A significant effect on deviations in the emotional sphere of orphans is exerted by the insufficient and one-sided development of emotions among employees of boarding schools. Most accurately, pupils recognize fear and a neutral context. It can be assumed that it is these emotional states that are dominant in the life of orphans, because, according to the authors, the best person recognizes what is clearly recorded in his subjective experience. The qualitative originality of the emotional sphere of the pupils themselves is very impoverished.

**Personal development.** A significant number of works highlight the issues of emerging self-awareness, the teenager's ideas about himself, others, the world around him (O. G. Motovilin, A. M. Parishioners, N. K. Radina, N. N. Tolstykh, E. G. Troshikhina). According to N. K. Radina, the picture of the world formed by a teenager surrounding reality continues to be menacing and overwhelming. A dangerous and unpredictable world is reflected in the

## Impact Factor:

<b>ISRA (India)</b>	<b>= 4.971</b>	<b>SIS (USA)</b>	<b>= 0.912</b>	<b>ICV (Poland)</b>	<b>= 6.630</b>
<b>ISI (Dubai, UAE)</b>	<b>= 0.829</b>	<b>PIHHI (Russia)</b>	<b>= 0.126</b>	<b>PIF (India)</b>	<b>= 1.940</b>
<b>GIF (Australia)</b>	<b>= 0.564</b>	<b>ESJI (KZ)</b>	<b>= 8.716</b>	<b>IBI (India)</b>	<b>= 4.260</b>
<b>JIF</b>	<b>= 1.500</b>	<b>SJIF (Morocco)</b>	<b>= 5.667</b>	<b>OAJI (USA)</b>	<b>= 0.350</b>

stories of orphaned teenagers about their lives. Disease or death occurs in about a third of orphaned teenage stories about their lives. According to O. G. Motovilin, pain and illness play a significant role in the views of a teenager - a social orphan - about his own body. A significant number of psychological studies are devoted to gender issues (N. N. Kasyanova, N. N. Krygina, N. K. Radina, S. N. Satysheva, E. Yu. Tereshenkova, T. I. Yufereva). Adolescence is a period when the development of a person as a representative of a certain gender group is most intense.

**Social development.** In adolescence, group affiliation becomes particularly significant. Communicating with peers from the family, the pupil of the boarding school acts as a representative of the lower-status group - the group of orphanages. The pupils assess the belonging to the orphanage as a factor of failure (S.V. Drokova, S.N. Krygina, I. B. Nazarova, N. K. Radina, S. V. Shchegoleva). S. N. Krygina notes that in a situation of communication with a peer from a family, a teenager from a boarding school is prone to a defensive response even in emotionally neutral, usually non-frustrating situations.

Within the group of pupils of the boarding school, the relationships are specific. M. Yu. Kondratyev notes that in the boarding institution the intragroup hierarchy among pupils is strong and stable. This means that each member of the group is rigidly assigned a status in the hierarchy. It was in adolescence that researchers first raised the issue of professional self-determination of pupils of boarding schools (I.F. Dementieva, V.I. Zolotukhina, O. E. Lebedev, A. N. Mayorov, I. B. Nazarova, N. K. Radina, G.V. Family, EE Chepurnykh, etc.). Orphans choose their profession and further vocational training in a different way than in children from the family. If adolescents from a family have a personalized choice of a profession and, accordingly, an educational institution, they are focused on the substantive aspect of their chosen profession, then orphaned adolescents are standardized and unified, while the important thing when choosing a profession is the desire to quickly gain economic independence and wealth.

Summarizing the features of choosing a profession and the institution of vocational education, N. K. Radina notes that at the two initial stages that determine the success of a person's professional socialization in society, the most important link of professional self-determination - subjectivity, the ability of a teenager to make conscious decisions about "Their" profession based on possible choices.

As a rule, it is in the older teens that the orphan leaves the boarding school and begins an independent life in an "open society". Analyzing the life plans of orphaned teenagers, Russian specialists N. N. Tolstykh and A. M. Parishioners note a less specific and definite character in comparison with children

from families. An active study of the development of pupils of a boarding school ends with the moment of transition of orphans to an "open" society. Studies on the topic of orphanage are riddled with anxiety for the future of a graduate of a boarding school (M.A. Aliyev, I.A. Bobyleva, T.V. Grishanovich, F.G. Kocherga, T. Yu. Kuznetsova, L.V. Lobanova, L. S. Malik, I. B. Nazarova, V. N. Oslon, N. K. Radina, N. A. Suprun, N. G. Travnikova, E. G. Troshikhina, A. B. Kholmogorova and others. ). Predictions regarding the future lives of graduates of a boarding school are pessimistic: the researchers noted the particular complexity of the period of adaptation of a graduate of a boarding school to life in an "open" society.

Since 2007, the Republican Center for the Social Adaptation of Children has been constantly conducting research on the problems of children deprived of parental care. Specialists of the Republican Center for Social Adaptation of Children have been working for 12 years on the socialization, adaptation, and protection of the rights of orphans and children without parental care. During this time, 29 different studies were conducted, the results of which were reflected in government programs and projects. So, thanks to these efforts, much has been achieved. In particular, new programs are being introduced to prepare graduates for independent living, the legislation on guardianship and guardianship is being improved, the staff of a social worker in the houses of Muruvvat, Mehribonlik is included, the number of children returned to families has increased. A major achievement was the Program to improve the system of social support for children without parental care, approved by the Cabinet of Ministers of the Republic of Uzbekistan on August 12, 2016 under No. 263.

Numerous domestic studies have repeatedly proved that the education system in institutions for children without parental care does not create conditions for the harmonious development of the child's personality. So, the authors of the manual "Reintegration of inmates of institutions for children left without parental care in the family" note that the specific conditions of detention and residence of children in orphanages, Mehribonlik homes, Children's towns lead to:

- the absence of meaningful and continuous relationships of affection and love;
- insufficient manifestation of positive social-role orientations;
- a feeling of social alienation, neglect of society;
- emotional vulnerability and the need for constant care from adults;
- lag in the social development of the personality of the child;
- rejection of the social environment outside the walls of the Mehribonlik house, unsuccessful socialization in the future.

Specialists of the RCSCAD also note the negative impact of temporary visits to a boarding

## Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

school. According to J. Bowlby Robertson, the separation effect occurs according to the following scenario. First, the children protest, cry, reject all kinds of care, then they go through the stage of despair - they calm down and go into themselves. And the last stage is alienation. During this period, the child is more lively and take care of the staff of the boarding school. There is an opinion that, unlike a child who was placed in a boarding school from birth, the development of the personality of a child who had a mother but at some point lost her goes on a neurotic type, when the protective mechanisms of the psyche come to the fore. J. Bowlby noted that the children separated from their mother adapt to new living conditions and even have a negative attitude towards her, do not want to recognize her, break the toys received from her.

The results of a study conducted by the RCSD in 2012-2013 became very important for the analysis of parent-child relationships in families that arranged their child for a while in a boarding school. According to the Regulation "On the House of the Child" and "On the House of Mehribonlik", in order to maintain the social status of the family, a child may be placed in an institution for one year. The purpose of the study

was the study of parent-child relationships in such families and experts note that placement in the Mehribonlik house negatively affects the mental health of the child. Children feel insulted by their parents, there is mistrust, aggression, child-parent relations are severely affected.

### Conclusions

Furthermore, the child disappears a sense of security and stability. All this further leads to conflicts in the family and as a whole leaves an imprint on the child, which is expressed in:

- reduced parental responsibility, as parents get used to living without a child;
- deterioration in the quality of parent-child relationships;
- many parents have a negative attitude towards their children;
- the motivation for determining Mehribonlik's home is to provide "quality" education and the desire to take advantage of social benefits.

Consequently, the analysis of literature and modern research has shown that such a phenomenon as social orphan hood requires a very careful attitude and an integrated approach to solving this problem.

### References:

1. Langmeyer, J., & Mateyckek, Z. (1984). *Mental deprivation in childhood*. Prague: Avicenum.
2. Smirnova, E.O., & Lagutina, A.E. (1991). Awareness of their experience by children in the family and in the orphanage. *Psychology Issues*, No. 6, pp. 30-37.
3. Mukhina, V.S. (1989). Psychological assistance to children brought up in residential care institutions. *Psychology Issues*, No. 1, pp. 32-39.
4. Belicheva, S.A. (1999). The development of a network of state institutions for orphans in Russia and the problems of their improvement. *Tomsk State University Journal. - psychosocial and correctional rehabilitation work*, Moscow, No. 3, pp. 84-87.
5. Nazarova, I.B. (2000). *Adaptation and possible models of orphan mobility*. Moscow: Moscow Public Science Foundation.
6. Radina, N.K. (2004). *Resocialization and adaptation of graduates of orphanages and boarding schools*. Nizhny Novgorod: Publishing House of UNN.
7. Radina, N.K. (2006). Economic socialization of pupils of institutions for orphans and children without parental care. *Psychological Science and Education*, No. 4, pp. 100-105.
8. Slutsky, V.I. (2000). The phenomenon of public ownership and its influence on the formation of the personality of pupils of orphanages. *Psychology Issues*, No. 5, pp. 132-136.
9. Kondratiev, M.Y. (1994). *A teenager in the system of interpersonal relations of a closed educational institution*. Moscow: Federal Institute for the Sociology of Education.
10. Galiguzova, L.N., Meshcheryakova, S.Y., & Tsaregorodtseva, L.M. (1990). Psychological aspects of raising children in orphanages and orphanages. *Psychology Issues*, No. 6, p. 21.
11. Motovilin, O.G. (2001). *The development of ideas about their own body in children in a family and boarding school*: dis. ... cand. psychol. sciences. Moscow.
12. Radina, N.K. (2005). *Gender dimension of the sociocultural space of the deprivation environment for the development of orphan institutions* // Materials of the second All-Russian conference "Psychological problems of the modern Russian family." In 3 parts. Part 3 / The sub-editorship of the doctor of

<b>Impact Factor:</b>	<b>ISRA (India) = 4.971</b>	<b>SIS (USA) = 0.912</b>	<b>ICV (Poland) = 6.630</b>
	<b>ISI (Dubai, UAE) = 0.829</b>	<b>PIHHI (Russia) = 0.126</b>	<b>PIF (India) = 1.940</b>
	<b>GIF (Australia) = 0.564</b>	<b>ESJI (KZ) = 8.716</b>	<b>IBI (India) = 4.260</b>
	<b>JIF = 1.500</b>	<b>SJIF (Morocco) = 5.667</b>	<b>OAJI (USA) = 0.350</b>

---

- psychological sciences A. G. Leaders. (pp.201-209). Moscow.
13. Radina, N.K., & Tereshenkova, E.Y. (2006). Age and sociocultural aspects of gender socialization of adolescents. *Questions of psychology, No. 5*, pp. 49-59.
  14. Krygina, S.N. (1993). *Features of psychological protection of adolescents brought up in an orphanage, in a situation of communication with peers from families*: dis. ... cand. psychol. sciences. Moscow.
  15. Kasyanov, N.N. (2002) *Sex-role socialization of adolescents in residential care*: dis. ... and. ped sciences. Eagle.