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# ORPHANS AND CHILDREN DEPRIVED OF PARENTAL CARE STUDY AT SCHOOL PROBLEMS IN OBTAINING A QUALITY EDUCATION AND UPBRINGING

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## Abstract:

This article expresses opinions on the problems of teaching and educating orphans and children deprived of parental care in schools.

## Keywords

Convention on the Rights of the Child, orphans, family, socialization, social protection, justice, youth policy, children's rights.

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## Introduction

Despite the fact that the components of the child protection system in Uzbekistan are at the institutional level, it does not function effectively due to the lack of cadrkarnin, insufficient funding and lack of interagency coordination. Children who suffer violence, cruel treatment, negligence or accidental injury do not always receive the appropriate protective services and are often placed in special institutions. In an assessment of the Child Rights Protection System conducted by the Uzbek women's committee in 2017, local authorities and education, and health professionals noted that they are not provided with the necessary knowledge, skills and tools to identify children in need of protection and meet their needs. UNICEF currently provides high-level technical support to the Uzbek government, aimed at policy development and system reform by developing a National Action Plan for children. The plan for improving the child protection system will invest in social work, which will provide case studies and basic services within the framework of the approach. It helps to identify the needs of underprivileged children and families at the district level by local authorities and service providers and increase their capacity to meet their needs, prevent the placement of children in institutions and enforce the child's right to live in a prosperous family environment.



Education is a fundamental human right for all children, recognized by the Convention on the Rights of the Child. All children or students, regardless of status, should have access to quality education that equips them with knowledge, skills and competencies to increase their personal income and promote economic productivity. Thus, in addition to benefiting the child, schools also serve as important resource centers to meet the broader needs of society. Education reflects professional and social success in people's lives. Many studies have documented that success in school depends on socio-economic status, such as family size, economic status, education, living conditions, etc.

## MAIN PART

Achieving optimal quality of education is a serious problem for all conditions, since success in school depends on many factors, such as socio-economic factors of the family and school factors, the health and nutrition of the child, as well as the level of development. The whole world is struggling to take care of about 14,300,000 orphans and millions of abandoned children. Every child has the right to grow up in a favorable family environment. But an estimated 2.7 million children worldwide live in out-of-home care, and the real figure could be much higher. World politicians advocate for the speedy reunification with their families of orphans and abandoned children in residential institutions, and as a last resort resort to the help of residential institutions [1].

Social protection of orphans and children left without parental care is one of the most important tasks of the state and society. Such children are one of the most urgent problems of the modern reality of the modern world. The growth of social orphanhood, neglect of children, as well as demographic catastrophe is based on their general crisis in the family. In the conditions of continuing instability of the socio-economic and political life of

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countries, the number of children in difficult life situations is increasing. Among them are orphans, socially unprotected children and juvenile delinquents, disabled children, runaway children, children living in unfavorable environmental conditions.

A social orphan is a child who has biological parents, but for some reason they are not engaged in raising a child and do not take care of him. These are children whose parents are not legally deprived of parental rights, but have not actually fulfilled their responsibilities for the upbringing and provision of children.



Orphaned children, children deprived of parental care and children who do not have a positive experience of family life cannot build a healthy, full-fledged family. Brought up in state institutions with an imperfect education system, they often repeat the fate of their parents, are deprived of parental rights, and expand the sphere of social orphanhood. According to researchers of this problem, 40% of children leaving orphanages are criminals, 40% are drug addicts, 10% commit suicide and only 10% are able to lead a completely independent life[2].

The problem of assessing the features of the education and upbringing of orphans and children left without parental care, their support was raised in pedagogy in the first half of the XIX century and became particularly relevant in the first quarter of the XX century. Foreign scientists, such as J.Piaget[3], L.S.Vygotsky, D.B.Elkonin[4], deeply investigated this problem in science. The problem of educational interaction with orphans and children left without parental care has attracted and continues to attract many researchers in various fields of science and practice: doctors, psychologists, teachers, philosophers, sociologists, social workers. There are many approaches to understanding and solving this problem. Only one thing is clear: the study of educational interactions with orphans and children left without parental care is inextricably linked.

Researchers in the field of psychology, pedagogy and sociology are not aware of the socio-psychological characteristics of this category of children, in particular, unpreparedness for adaptation in a social environment, lack of sincere emotional relationships, isolation, hopelessness, dreaminess. Their relationships with others are ineffective in terms of content and are not emotionally saturated, i.e. they are characterized by low experience of social relations; a tendency to dependence; low development of individuality, low personal activity; resistance to rules and norms imposed by society. These personality traits do not help students of this category to successfully adapt to independent life. Thus, the most important task of school education is to ensure that students not only successfully master professional skills, but also become independent individuals.

So, according to J.Jersild, "children who grew 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 himself has and in what form it is expressed." A number of authors Craig G., Rean A.A. believe that a child has an instinctive need to communicate with adults[5]. Satisfying the child's need for affection acts as an "affective hunger", which is just as important as satisfying bodily hunger. Depending on the realization of this need - one of the basic needs of the child, his personality, attitude to himself is formed. Many scientists have been studying the peculiarities of the development of children deprived of parental care. The founder of the direction of studying the influence of parents on the development of a child is the English psychologist J.K.Bowlby.



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A comparative analysis of the behavior of children raised in orphanages and children raised in a family almost always indicates that the positive development of intelligence, emotions and character is more pronounced in children raised in a family. The reason for this is that childhood is a period when the main qualities of a person are psychological stability, positivity, moral orientation, love of life, purposefulness. The development of a child outside the family follows a special path with the formation of specific personality traits manifested in specific emotional complexes (distrust, aggressiveness, low empathy, etc.). Researchers emphasize the specific features of children in orphanages: aggressiveness, hypersensitivity, cruelty, stubbornness, hostility, impatience, frequent neurotic tendencies, difficulties in relationships, signs of mental stress.

L.V.Khorosho identifies the main characteristics of orphans and children deprived of parental care, brought up in orphanages. These are social, psychological and pedagogical features[6]:

- The main features of social characteristics that complicate the process of integration of such children into society are: lack of skills in making independent decisions, planning personal life, creating a family. This category of children is often negatively affected by social processes: drug addiction, antisocial behavior, drug addiction, alcoholism.
- psychological features are characterized by certain signs as a result of the lack of love and affection associated with early parental deprivation. As a result of the initiated deprivation processes, orphaned children become indifferent to someone else's grief, do not know how to sympathize and empathize. Such children are insincere, they have different reasons to stand out and celebrate; they are indifferent to encouragement and approval, do not respond to comments and criticism[7].
- pedagogical problems are connected with their pedagogical negligence. Pedagogical carelessness includes the lack of sufficient skills for children to assimilate educational materials, moral, political, economic norms and moral values. Disagreement with these norms leads to deviant behavior, manifested in such bad habits as adolescence, dominance, violence. To all this, the following features of the emotional-volitional sphere are added: anger, inability to control emotions.
- It follows from all this that children deprived of parental care have a complex psychological condition associated not only with the innate features of the nervous system and some personality traits, but also with the difficult life experience of the child before placement in a boarding school, boarding school. All these psychological processes directly or indirectly affect the socialization of students. To stimulate their successful socialization, it is necessary to give them knowledge, develop skills and competencies that will help them achieve an independent life.

## CONCLUSION

Taking this into account, the main factor in the upbringing of a child is the saturation of the social environment in which the child lives with appropriate patterns of behavior. At the



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same time, the most obvious educational effect will be the joint actions important for the child with adults (relatives and friends). For children brought up in orphanages, these will be school teachers and educators of orphanages.

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