

Support for Orphans in Other Countries

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ABSTRACT: All children or students, regardless of their status, should have access to quality education that equips them with the knowledge, skills and competencies to increase their personal income and contribute to economic productivity.

Among the categories of the population in need of special public and state care, orphans and children left without parental care occupy a special place. Today, the main task of the society is to raise them as full-fledged, healthy citizens, to teach them professional and various life skills that will facilitate their social adaptation. This article describes how to create conditions for such children to find their place in life, including studying foreign experience.

KEYWORD: social protection, civil society, state, children deprived of parental care, education, social attitude, world experience, orphans, children left without parental care, foster homes, biological orphanhood, social orphanhood, implementation.

INTRODUCTION

One of the main tasks of the society is to raise children as full-fledged healthy thinking citizens who can adapt to collective life and to form professional and various life skills for them to get used to social situations later. Currently, there are 153 million orphans in the world, and if there were only orphans in the world, it would be the 9th most populous country in the world. (For example, Russia's population will be 146 million by 2021. constitutes).[1] According to Russian experience, orphans and children left without

parental care are mainly sent to temporary foster homes, shelters or boarding schools until a family is found for each child: orphanages, children's (infant) homes, general boarding schools, schools for disabled children are placed in boarding schools, and they are directed to education and education without being cut off from society. In 2021, the number of orphans in Russia was 494 thousand, which was 2% of the total number of children in Russia. The parents of most of them have been deprived or limited of parental rights. Social protection of orphans and children deprived of parental care is one of the most important tasks of the state and society. In the conditions of ongoing instability of socio-economic and political life of countries, the number of children who are in a difficult life situation is increasing more and more. Among them are orphans, children with deviant behavior and young criminals, disabled children, runaway children.

A social orphan is a child who has biological parents, but for some reason they do not raise the child and do not care for him. The parents of such children are parents who have not been legally deprived of their parental rights, but in fact have not fulfilled their duties of raising and caring for the children.

LITERATURE ANALYSIS AND METHODS: Compared to biological orphanhood, the rates of social orphanhood have been steadily increasing over the past decades. Its main reason is that parents are not fully ready for family life, there is a strong tendency to abandon it due to the high cost of raising and raising a child. In order to prevent such situations, it is necessary to overcome and reduce the scale of social orphanhood by developing a system of high-quality qualified assistance, including a system of legal, social, medical, psychological, pedagogical services aimed at preserving the child's family. This situation, without a doubt, has a negative impact on the process of children's socialization. World experience shows that educating orphans in boarding schools does not give the desired result.

The problem of evaluating the characteristics of education and upbringing of orphans and children left without parental care, and their support, was considered in the first half of the 19th century within the framework of pedagogy and became especially relevant in the first quarter of the 20th century. This problem J. Piage, L.S. Foreign scientists such as Vygotsky, D.B. Elkonin studied deeply in science. The problem of educational and educational interactions with orphans and children left without parental care has attracted many researchers from various fields of science and practice: doctors, psychologists, teachers, philosophers, sociologists, social workers and continues to attract continues. There are many approaches to understanding and solving this problem. Only one thing is clear: the study of educational and educational interactions with orphans and children left without parental care is inextricably linked[2].

Researchers in the field of psychology, pedagogy, and sociology, the socio-psychological characteristics of children of this category, in particular, unwillingness to adapt to the social environment, lack of sincere emotional relationships, isolation, depression, etc., remain the main obstacles in the development of children.

Horoshko L. V. stated that the main characteristics of orphans and children deprived of parental care are psychological and pedagogical characteristics[3]: the main social characteristics that complicate the process of integrating such children into society are: independent decision-making lack of skills to make, plan a personal life, create a family. This category of children is often exposed to the negative effects of social processes: addiction, social behavior, drug addiction, alcoholism.

DISCUSSION: According to the experience of Russia, orphans and children left without parental care are mainly sent to temporary foster homes or boarding schools until a family is found for each child:

orphanages, children's (infant) homes, general boarding schools, schools for disabled children are placed in boarding schools, and they are directed to education and education without being cut off from society. In 2021, the number of orphans in Russia was 494 thousand, which was 2% of the total number of children in Russia. The parents of most of them have been deprived or limited of parental rights.

According to the State Committee of the Republic of Uzbekistan, about 30,000 children in need of love are being educated by about 2,000 educators in 135 children's institutions (orphanages). [4]

According to the decision of the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, on August 15, 2021, a new procedure for housing orphans and children deprived of parental care was introduced. When continuing their studies in state higher education institutions, a stipend increased by 50% is paid by the student incentive fund.

As one of the reforms implemented in orphanages, starting from March 1, 2020, each child brought up in a family (sponsor) will receive a state allowance of up to 820,000 soums. In addition, special training courses for each family that adopted a child Any family that has completed these courses can adopt a child. Even now, the demand for adopting a child has not changed, 2,500 to 3000 families are waiting to adopt a child in the city of Tashkent alone.[5]

The global experience of social work with children left without parental care can be the basis for the development of internally unified state standards for the prevention and minimization of social orphanhood in our country, innovative technologies for working with families in a socially dangerous situation. The issue of orphanhood as a scientific problem is widely covered in the research of local and foreign scientists. 2022 According to RosStat data, the amount of social assistance provided to orphans in 2022 has increased by 5.8 percent compared to 2021. To date, 93.3% of children live in foster families. In 2021, 3% of orphans in Russia were adopted by foreigners. 7% are under state care.[6]

According to representatives of NGOs and public figures in the Russian Federation, such a temporary status is used to "not distort statistical data". Information on the number of children placed on the basis of "Parents' application for temporary placement in an institution" is not published as public property. According to the response of the Ministry of Education of the Russian Federation to our request, as of January 2022, it was 17,800 people. In addition, children can be temporarily placed in an institution "for the purpose of receiving medical, educational or other services" or if the legal representatives cannot perform their duties in relation to the child for good reasons. If we take into account children of this category, there are even more "temporary" orphans: according to the Ministry of Education, the total number of temporarily placed children was 27,803.

RESULTS: In the current globalization process, the foreign experience of regulating the lives of orphans and children left without parental care is considered extremely important, in which the opportunities to achieve positive changes in the lives of children and to apply foreign experience to local social practice in their adaptation to society - is one of the most urgent tasks. It is very important to attract children left without parental care to foster families for adoption, to evaluate family education and its effectiveness, and the activities of social protection institutions for children. In this regard, it is appropriate to implement foreign experiences in the formation of orphans and children left without parental care at the national level, taking into account the possibilities and limitations of the internal social protection system of the population, as well as successfully placing orphans and children left without parental care into

families. One of the urgent tasks facing our society is to develop a model for the creation of special social institutions for minors in difficult situations, based on adapting the lives of orphans and children without parental care to society, aimed at increasing the effectiveness of social institutions for working with children. Further reduction of social orphanhood, improvement of state support mechanisms for orphans and children deprived of parental care, creation of wide opportunities for their rapid social adaptation, improvement of work of educational institutions, as well as physically healthy and in order to strengthen the role of the family in raising a spiritually mature generation, it is permissible to make the following suggestions [7]:

1. Establishment of family towns (experience of Japan, Russia, Finland, Sweden - attaching every orphan and child deprived of parental care to a family, providing for this family on the basis of state patronage); Several things are being done under this proposal.

2. Place orphans and children deprived of their parents' care in temporary foster homes, quickly find a suitable family for this child from the base of families in need of a child and give them custody (the experience of the USA and South Korea, Australia);

3. Keeping a collection of personal documents of persons under guardianship or sponsorship, submitting a permanent report on the fulfillment of their obligations by the guardian or sponsor (to a special guardianship monitoring body - Norwegian experience);

4. The program "Growth of children in a family environment" - placement in family and state temporary institutions, creation of a family environment as quickly as possible for orphans and children deprived of parental care based on temporary measures only (Singapore principle): children's apartment type of buildings, the group should consist of no more than eight people of different ages and genders, for children under four years old - a separate family is chosen, the number of people in the family is not more than six.

5. Working with single children (in which childless teachers are assigned orphans and children deprived of parental care, children receive education in a regular school, younger children attend a kindergarten outside the institution, everything adapted to a situation close to home – the Japanese experience).

6. Support of the "Now and Now" Charitable Fund for orphans and children deprived of parental care (England's experience) - every patron takes care of an orphan;

CONCLUSION: In conclusion, it should be noted that the number of orphanages in Japan ranks first in the world. That is, 40,000 orphans are being brought up in more than 600 orphanages across the country, and about 300 of them are adopted by foster families. Adoptive parents are mostly between 20 and 30 years old. Only 15% of children in Japan live in foster care, much lower than in other developed countries. This indicator is more than 90% in Australia, more than 70% in Great Britain and the USA. There is a general consensus among local authorities that 'children's institutions are good for children' because they are looked after by professionals in a safe environment. However, while this is true, it does not account for the psychological impact of these places.[8]

Due to the high demand for competitive personnel in the process of globalization, some parents forget their literal parental responsibilities and duties, leaving them neglected and sometimes orphaned while still alive. they put Today's trend of social orphanhood is the reason for the expansion of youth crimes and

unorganized youth. If every citizen realizes the benefit he brings to the society and acts on this basis, the problem of orphanhood and neglect of children, which has become one of the main problems of the time, will surely be solved.

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 certain characteristics of the individual, but also with the difficult life experience the child received before being placed in a boarding institution. All these psychological processes directly or indirectly affect the socialization of students. In order to encourage their successful socialization, it is necessary to give them knowledge, to develop skills and competencies that will help them achieve an independent life.

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