Historical Bases For Preparing Orphanage Residents For Family Life

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Abstract:
The article discusses the historical background of orphanages, the prevention of child abandonment and the promotion of a responsible approach to make a healthy family among the population and young people.

Keywords: Orphanages, orphans, social orphans, family life, legal representative, institutionalisation, boarding school, legal guardians, foster care, Kinderford International Society.

In developed countries, children deprived of parental care are protected, looked after and provided with supportive or alternative forms of placement, while orphans are placed naturaly in children's homes, boarding schools and also family environment.

In our country, the need to improve the system for organising the process of adapting orphans to family life, developing family life adaptation skills, providing them with comprehensive support and protecting their rights and legitimate interests is considered a priority.

There is theoretical research in the developed countries on raising orphans in a natural, family environment, the exclusion of young children from residential care, and the negative consequences of institutionalisation for the foster child. It calls for the return of children from state residential institutions to a blood family or placement in a foster family, as well as the adaptation of children to family life, the restoration of child-parent relationships and kinship.

The family, as an institution of natural biological and social protection of the child, acts as a source and mediator in transmitting life experiences to the child. The loss of the family is the greatest tragedy in the life of a young person, leaving a deep imprint in his heart and radically changing his fate and his attitude towards the world around him.

Unfortunately, today not all children in children's homes are real orphans or children without parental care.

Orphanhood as a social phenomenon is known to have a long history. The social upheavals of the twentieth century gave birth to a new phenomenon called social orphanhood. Social orphans are children under the age of 18 who have been left without parental care due to
loss of parental rights, imprisonment or serious illness, including mental illness, drug or alcohol addiction or other reasons.

Social orphanhood - is a social phenomenon that arises in society as a result of children whose parents have died, have been deprived of parental rights and whose parents have been declared incompetent or missing.

In the Explanatory Dictionary of the Uzbek language, the term "orphan" is an Arabic word meaning "without parents, alone" in Uzbek. The term orphan is applied to persons separated from their father, mother or both.\textsuperscript{1}

According to E. Tokhmurodov, the concept of "orphan" refers to children whose parents died in childhood, separated from their breadwinner and dependent on someone else.\textsuperscript{2}

According to Y.V. Vasilkova and T.A. Vasilkova, social orphanhood is a phenomenon associated with juvenile delinquency, parents are not deprived of life and parental rights, but they do not care about their children.\textsuperscript{3}

According to SA Salnikova, one of the lowest and most unforgivable sorrows of humanity is to be a living orphan.\textsuperscript{4}

An orphanage - is an educational institution opened by the state for orphans and children without parental care or other legal representatives. Orphans or children who are not in the custody of their legal guardians are organised for children whose parents have been deprived of parental rights by a court order or whose parents have abandoned them. Children's homes will provide the necessary conditions for living and bringing up healthy children aged 3 to 16. Children in orphanages will be educated and fed in accordance with established procedures and on the basis of full State support. The orphanages operate as a kindergarten for children aged 3 to 7 and a general education school for children aged 7 to 16 and operate in accordance with the school's educational programme. In orphanages, children are ensured a full understanding of the school curriculum, the formation and consolidation of work habits, physical development and moral and aesthetic education. Spiritual, educational, cultural and social activities will also be carried out with a view to the aforementioned goals.

The main functions of the orphanage are as follows:

- Upbringing, development and support of orphans and children without parental care;

\textsuperscript{1} 234
\textsuperscript{2} 202
\textsuperscript{4} Социальное сиротство статья по теме Опубликовано 12.02.2012 - 23:01 - Сальникова Светлана Анатольевна

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Create an environment as close to home as possible for students' full mental health, social adaptation and social inclusion, quality learning and education, and the development of their creative and intellectual abilities;

- Ensuring that the legal rights and interests of foster children as guardians are protected;

- To ensure the protection of the life and health, psychological and physical development of students.

Relief homes are divided into the following types:

- Pre-school children's home (for children aged 3 to 7);

- A care home (for pre-school and school-age children or school-age children only);

- Specialised Residential Children's Home (for children with physical or mental disabilities).

The rules for placing children in families changed with the emergence of different cultural and social classes. In medieval Ireland, for example, aristocratic families placed their sons in neighbouring castles to avoid infighting. It was also customary to treat the children of 'poor relatives' as servants. Maternal mortality was high among the lower classes and as a result most children were brought up by relatives or random people. Children born illegally were taken from their mothers and given to other people to raise.

Among Christians in Europe, monasteries cared for the poor and homeless and every monastery had orphanages for abandoned and needy children. Thus a system of orphanages developed. So far, in several countries, church communities have maintained orphanages which provide care and religious education for children, but have no experience of family life.

During Queen Victoria's reign, thousands of children in England lived in destitution and poverty. Large institutions for children were opened, most of which housed more than two thousand children. In order to deal with the education of many children, these institutions were run in a strict regime. Many youngsters chose to live in the hardships of freedom rather than endure such discipline in orphanages. These orphanages were designed to save children from death, provide shelter and save society from serious problems.

Although these institutions were established in good faith, they failed to provide children with insight, understanding and life experiences.

In the eighteenth century the needs and suffering of the poor increased in most European countries, and there was a desire not only to help orphans in orphanages, but also to seek more humane ways. By the beginning of the 19th century, many charitable organisations had been set up that cared for the plight of orphans and sought to create a humane environment for them.
During this period, the roots of sponsorship and guardianship were born. However, all efforts were made only to save the lives of children and to save their parents from adversity. Such attitudes lasted until almost the middle of the twentieth century.

In the UK, the idea of "saving children's lives" is at the heart of the official sponsorship system. In many countries, the care of orphaned children is left to their relatives and this phenomenon is particularly prevalent among the poor. The state has not been favourable in this regard.

As we examine the historical basis of social protection for orphans or children deprived of parental care and preparing them for family life, until the middle of the last century most orphans in the United States were in state care. However, such institutions later proved ineffective. Today there are no long-term care homes in the United States. There are special temporary care facilities for homeless children that aim to find and place families for the children.

In Russia, the opposite is true: orphanages are largely state-owned. In the US, care for orphans is mainly organised by non-governmental organisations working under contract with the government. In turn, the state finances this area. The main form of foster care in the USA is foster care (adoptive family). Its essence is that families are willing to bring up children without parental care, the main task of such families is not to form a family relationship with the child, but to create conditions for the child to receive a family upbringing.

Foster families are also sometimes called professional families because such families receive benefits that must be spent on the child's needs. The fact is that foster families have acquired this activity.

In developed countries, children's homes are called foster care, which means placing a minor in a public home (community home for children, medical facilities, etc.) or in a private home for a government-designated caregiver, usually by a government or social service agency. There is a history of orphanages in our country, as well as in foreign countries, which were first established in 1918 on the basis of orphanages called children's homes. During the Second World War, special orphanages were opened for the children of warriors, bringing up children from Ukraine, Belarus, Lithuania, Latvia, Estonia, Moscow, Leningrad and other cities. This was evidenced by the UN General Assembly's adoption of the Declaration of the Rights of the Child in the 1950s on 20 November 1959 and 20 November 1989. Particular attention is paid
to the social protection of orphans, children from large families and children from low-income families.

The formation of the K. Libkhnet labor school, headed by WF Lubenson, became an important event in the life of the republic. Social pedagogical principles have a bright place in school activities. The Karl Libkhnet Experimental School-Commune is one of the first schools near Tashkent to educate 600 orphans. During the years of independence, the Ministry of National Education began referring to orphanages as children's homes.\(^5\)

On 31 December 1997, the Cabinet of Ministers adopted a decree on the establishment of the SOS - Children's Village Association of Uzbekistan. This association was established by the SOS - Kinderford International Society (Austria).

The main objectives and activities of the Association:

- To regulate the actions of public and state structures in order to create favourable conditions for the physical, mental and moral development of orphans;
- Financial assistance for projects and programmes aimed to help orphans;
- To help all children affected by disasters;
- The rule of SOS in Uzbekistan is to organize children's villages and supply of equipment in Uzbekistan
- SOS - Collaboration with Kinderford International Society;
- Involvement of state, public and private persons in association activities;
- Work with the media to disseminate and support humanitarian programmes for orphans, exhibitions, seminars and the publication of informational materials.\(^6\)

In recent years, the country has been working hard to prevent social orphanhood, to promote a responsible approach to build a healthy family among the population and youth, to form a spiritual and moral attitude to family values.

Measures are being taken to significantly reduce the number of orphanages and children deprived of parental care in educational institutions.

However, additional measures should be taken to promote family-based and other alternative forms of placement, especially foster care, as well as to create favourable conditions to prepare children for independent life.

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\(^5\) УзМЭ. Биринчи жилд. Тошкент, 2000 йил
\(^6\) Н.Эгамбердиева. Ижтимоий педагогика
www.turkophysiotherrehabil.org
In this way it is possible at any time and under any circumstances to strengthen the health of orphans and children without parental care, to bring them up in accordance with modern requirements, to develop their work skills and to create conditions for their physical development and family life. The improvement of the education system creates ample opportunities for orphans to become well-rounded individuals and find their position in the brilliant future.

**List of references**

2. Social orphanhood article Posted on 12.02.2012 - 23:01 - Salnikova Svetlana Anatolievna