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# ПСИХОЛОГИЯНЫҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПСИХОЛОГИИ

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## **Psychology of children's homes of family type**

The article considers the psychological peculiarities of children in orphanages in science and practice. Defines the essence of the phenomenon of «we» in the orphanage. Presents special psychological problems of children conventional residential institutions and their differences between the pupils of children's homes of family type. A significant place is given to the consideration of the structure of the model orphanage of family type. On the basis of socio-pedagogical activity are identified in general terms, the tasks of the children's homes of family type. Examine the main branches of the correctional-educational work with children and the implementation of the principle of family education.

*Key words:* children's homes, family, childhood, orphanage, pupils, socialization, social pedagogue, formation, training, development.

At present, the problem of children left without parental care, their socialization and integration into society are the subject of intense debate in the scientific world. Childhood — a time when the fundamental qualities of the person being laid to ensure psychological stability, positive moral guidance, vitality and sense of purpose. These spiritual qualities of the person does not develop spontaneously, and are formed in expression of parental love in the family.

The role of the family for a great man. It is there laid installation and values, perceptions and expectations that help the child later in life to adapt successfully. Children who grow up without a family, have their own psychological characteristics that distinguish them from the children of the family, as reflected in a number of studies: IV Dubrovin, B.C.Mukhina, A.M.Parishioners, N.Thick, LM Shipitsina, TI Shulga, G. etc. However, the study authors often focus on research and development or cognitive or emotional spheres children.

Thus, the relevance of the study due to the fact that the number of children outside the family increases, and psychological assistance to them because of the lack of scientific readiness of the problem and the lack of specialists in this field is not in the scope.

Children in orphanages are deprived of contact with the children of ordinary families, as they often go to a school where the children are the same as they are, or is it a specialized school. They do not have samples of normal relations between the children. And even if they attend a regular school, their interaction with normal children end at the threshold of the school. Their brings and takes the bus, and they are not even familiar with such a simple fact as an opportunity to get to the house.

The reasons are different for getting children to an orphanage, but in spite of this, all children experience similar feelings — this longing, despair, aggression toward the children's home and those who work and live there. And the reason is the destruction of the already established relationship. This is a violation of the child can not make up for anything. In addition, when released into the children's home is restricting the flow of information to which people used, old relationship broke down, and the new has not yet formed, and the child is, however, not to be entered into any relationship. This condition is deposited in the personal experience of children as a failure, which has implications for all of life. And based on the current context at an orphanage can not be considered either as an alternative to the family or as a replacement. Since the separation of the child from the family living space leads to stress.

At the orphanage, the child is constantly communicating with one and the same, fairly narrow group of peers, and he can not prefer it any other group, as it can make any ordinary school student. But at the same time it can not be excluded from it. Belonging to a group of peers in this turns out to be unconditional. This leads to the fact that the relationship between peers are not coming together as a chummy, friendly, and by the type of kinship, as between brothers and sisters. Such absoluteness with peers in children's residential care can be, on the one hand, be seen as a positive factor contributing to emotional stability, security, when the peer group acts a certain analogue of the family, and on the other hand, one can not fail to see significant costs — such contacts do not contribute to the development of social skills with peers, ability to establish equal relations with a stranger child adequately assess their qualities necessary for election, companionship. A child growing up in residential care, as a rule, does not master the skills of productive communication. His contacts are superficial, nervousness and haste: he also solicits attention and rejects it, going to aggression or passive alienation. Desperate for love and attention, he does not know how to behave in such a way as to communicate with it in accordance with this requirement. Improperly formed experiences leads to the fact that the child has in relation to other negative position [1].

A particular problem — the phenomenon of «we» in a children's home. In a normal family is always there Heirloom «we» — feeling, reflecting the involvement is to his family. It is very important that organizes emotional and moral force that creates the condition for protection of the child. In a life without parental care, children spontaneously develops children's home (boarding) «we». This is a very special psychological education. Children without parents divide the world into «us «and «others «into «us «and «them». From «others» they are isolated together, show respect to them aggression, ready to use them for their own purposes. They have their own special normativity in relation to all the «other». However, within their group are children living in the orphanage, often also separated, they can ill-treat with their peers or young child. This position is formed for many reasons, but primarily because of the underdeveloped and distorted the need for love and acceptance, because emotionally unstable situation of the child deprived of parental care.

These detoy lot of problems that are unknown to the child in a normal family. These children are psychologically alienated from the people, and it gives them the «right» to the offense. In school they learn to walk, classmates from families serve in their minds as «they», which develops sophisticated competitive, negative attitudes orphanage and children's home.

The particular psychological problem the lack of free space, in which a child could be alone, to rest from adults and other children. Every man needs a child to communicate with others, but at the same time, in loneliness and isolation from the others, because in this state, the inner work, self-consciousness is formed. The absence of the conditions for inner concentration standardizes certain social type of person. Unrealizable demand for living space for psychological isolation leads to the fact that children from residential care in large cities learn attics and cellars of the neighboring blocks. However, this is not what the isolation that is necessary for the individual life of the soul: here the children are together again, but without a positive adult attention, here they are invisible and therefore capable of reckless and unpredictable actions by themselves. This isolation helps her escape, and vagrancy.

Children living in the prevailing conditions of education in a boarding school on full state support, there is a dependent position («we should», «give»), there are no thrift and responsibility.

The formal discipline of such children is fraught with the danger of alienation in the relationship between adult and child. These children need special humanistic and professional attitude towards them. A child needs a friend, able to understand — the man who will help to navigate in life.

Stewardship, psychologically grounded and assistance should consist in the ability to create these children the right attitude towards people, the ability to take the position of consumerism, negativism, alienation, not only to well-known to adults and children, but also for people in general.

Researchers identify a number of key areas of correctional and educational work with children from the orphanage:

- fostering their social skills;
- correction of personal communicative properties;
- harmonization of relations with peers;
- self-optimization, and other distinctive features of self-awareness of child and other.

Their implementation can be accomplished through the following goals:

- comprehensive psycho-pedagogical study of the child and of his relations;

- correction of the educational environment, the creation of a children's collective atmosphere of acceptance, kindness, openness, understanding, psychological security;
- overcoming educational neglect and the elimination of the factors leading to it;
- individual psychotherapy and psycho-correction of children and adolescents with behavioral problems;
- psychological and pedagogical support to teachers themselves, increase their skills in areas such as educational, developmental, social, and special psychology [2].

From the last century to the present day has been tested several different approaches in their focus to the problem of orphans, but none of them has eliminated the problem of «disadvantaged children». The situation of children who drop out of a normal family life, was considered in this case is much like the situation of deprivation of the material conditions of food, shelter, supervision, etc. In accordance with this understanding problem institutions for orphans was to provide the child with the necessary conditions to maintain his life.

Need to pay attention to the differences in self-esteem orphans and students in regular school.

Self-esteem of pupils boarding is mainly based on the estimates of others. Self-esteem of students in regular school — both on the evaluation of others, and on their own criteria. Practical experience of psychological work on professional orientation of schoolchildren shows that often the main task of the psychologist is to be as «ground», to make a more realistic professional intentions teenagers. When working with children from the orphanage psychologist often have to deal with the opposite — to convince a teenager that his abilities, higher, richer than he imagines [3].

Experts in the field of family psychology emphasize that people in your family tend to reproduce the model parent families, repeating the behavior — right or «exactly the opposite» — paternal or maternal role [4]. You can not escape the impression that the above statements of teenagers from an orphanage negative features images of men and women drawn from the life of their family of origin and the immediate social environment.

We believe if the children are organized into families, then all this work should be carried out in the home, rather than in parallel. Why create a family, if education is provided both at school and only occasionally held conversations or workshops on family education. The whole life of children in the home should be as close to a happy family is not only the creation of apartments and other conditions, and the entire content of educational work, relationships, the atmosphere itself. The kids know that this is not a blood family (no one is willing to replace it), but living during your stay at the orphanage in the same family, they are developing experience of family life, they are involved in domestic affairs, a subsistence economy have natural feelings of love and concerns, feel their security, do express these feelings toward family members learn how to evaluate the validity and its future. And the family's home for them is not just a form of coexistence. They believe it is truly their own and, as adults, come to visit not just the children's home, and his family. However, it is reasonable opinion of psychologists such as R.S.Nemov, A.G.Kirpichnik, etc., in such collectives there is a risk for adverse events between children of different age groups: younger seniors are turning to a «position of strength», and the younger, fearing punishment meekly obey them. This proves once again that good pedagogical management of the organization of relations and collaboration is essential and it must be based on the particular features of age.

The study of the features of mental development of children cared for outside the family, suggest that the identity of them is poorly formed or unformed. Attachment to the situation, the dependency, inability to rely on their own opinions, reactivity, impulsivity, neoposredovannost behavioral, low creativity with the prevalence of classification of forms of thinking, etc.

Family-type orphanage is a fundamentally new form of education of orphaned children. Family in the Children's Village — the persons (mother, teacher, pupils) associated moral rights and responsibilities under the new form of parenting, designed to strengthen family relationships and to inculcate skills for work, training and education [5].

It may to some extent be attributed to the foster home in which the child can only be a certain time. Children's home of family type, all arranged in such a way that the parents' role is performed by specially trained by the people — the teachers, the purpose of which is the socialization of children. are the legitimate representatives of pupils in all the organs, agencies, and organizations with no special powers. Foster parents can not use the rights granted to them against the interests of the child, they are required to raise a child, take care of his health, physical, spiritual and moral development and education, to create the right conditions for

the development of his natural abilities, to respect the dignity of the child, prepare him for independent living and work.

Education of the child shall be directed to the development of his personality, respect for the rights, freedoms and civil rights, language, national, historical and cultural values of the Ukrainian and other peoples preparation of the child for responsible life in a society in a spirit of understanding, peace, mercy, equality of all members of society, harmony and friendship between peoples, ethnic, national and religious groups. The subjects of this activity serves the whole team: social worker, social worker, speech therapist, educator, psychologist, music teacher, instructor for labor and physical education, the administration of the orphanage. Objects that seeks social and educational activities, are the orphanage: each individual and the entire staff as a whole.

The model of such an institution is put structure to allow the child to acquire individual social experiences in the family, systematizing a factor which is the condition of living together brothers and sisters in one family, regardless of their age. This structure operates on the principle of « substitute family ». The implementation of the principle of family education is subject to the interaction of a number of factors, one of which is the openness of the social institutions (children living in a family, taught in various schools of the city, visiting places of further education, etc.)

Admission of children in the family is like a shelter from the social as well as directly from dysfunctional families where parenting no one did, often a class of their training does not meet the age, the children have mental retardation, they have a low level of intelligence is not formed cognitive sphere. And all these kids come into the family, where the age of students ranges from 4 to 18 years, and it involves the use of an individual approach to each child. The teacher is important to study the characteristics of children in the future to successfully generate positive motivation training activities, helping every child get the necessary education for future professional self-determination, and therefore the successful socialization in the future. To this end, teachers used a variety of forms and methods of pedagogical influence, contributing to the successful solution of educational and educational purposes. The main methods and forms of social and educational activities with the children in a family-type children's home are: observation, discussion, questioning, testing, analysis of the data collected about the child, the method of sociometry, promotion, punishment, a method of persuasion [6].

The main feature of a complete set of children's homes of family type is a «group-family» consisting of a «mini-families», preserving family ties. Therefore, from the very beginning the senior students are put in the position of responsibility for the younger members of the family. For the normal functioning of the «family-group» in the structure model of family-type children's home senior pupils must show empathy, tolerance, humanity, caring for younger children. Moreover, such a senior position encourages them to improve themselves, to enrich their knowledge, as the younger members of the family and then treated them with different questions. Thus, in a «mini-homes» stimulate the development of the younger members of the elders, and they in turn influence the development of the younger members of the family.

Improvement, development of all children helps them communicate with teachers, psychologists, teachers and other adults working in a family-type children's home.

If we consider a general problem of family-type homes, they look like this:

- creating favorable conditions for a comfortable, close to home, contributing to the normal development of the child;
- ensuring the health of children;
- ensuring the social protection of the child, his medical — educational and social adaptation;
- safeguard the interests and rights of children;
- child development of educational programs, getting a decent education for the benefit of individuals, society and the state;
- development of a common culture of pupils, their adaptation to life;
- formation needs of the pupils to self-development and self-determination;
- creating the conditions for informed choice and the subsequent development of vocational education programs.

The main principle of the operation model of children's homes of family type observed preservation of humane relations between teachers and pupils, as well as among themselves. As a test of psychological resources that contribute to the full realization of compensation for the lack of communication and deformation characteristics we examined the psychological, social and psychological development of adolescent children:

- natural curiosity, the desire to know yourself, your inner world, the activity in relation to himself;
- significant adults in interaction with the environment;
- the desire to belong to a group of peers, make friends with their peers (particularly the girls), look better in the eyes of their peers (friends, colleagues);
- facing the future — «Who will I», the formation of professional intentions [7].

In the study, we tried to prove the superiority of children's homes of family type, which is characterized above all material and social support (bedrooms for 3–4 persons, kitchen and dining room for a «family» room for the rest), the approach to the acquisition of groups, organizations and activities by regime moments (composed specifically for each of the «family»).

Association of children of different ages contributes to closer cooperation, which allows extended framework and communication. Younger and older have the opportunity to transfer experience from generation to generation. The most successful team in this solved the problem of «communication deficit», and, importantly, strengthens family ties. Combining children in groups of kinship promotes emotional inhibition, increases the sense of security, comfort.

Family children's home — a common phenomenon, they have a lot in the country. But being called the same, they are all very different. Accommodation child in the family, even artificial, of course, is better for it, especially if the family is well developed, if it's not often there is a disagreement, no psychologically incompatible people, not confrontation, although this idyll uncommon in blood families. But in a family orphanage components of its structure — the family — model affluent families, as it is not just the chosen form of the hostel, it's a learning environment.

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### Отбасы үлгісіндегі балалар үйі тәрбиеленушілерінің психологиясы

Мақалада ғылым және тәжірибедегі отбасы үлгісіндегі балалар үйі тәрбиеленушілерінің психологиялық ерекшеліктері зерттелді. Балалар үйінің жағдайындағы «біз» феноменінің негізі анықталды. Қарапайым балалар үйінің ерекше психологиялық мәселелері және олардың отбасы үлгісіндегі балалар үйі тәрбиеленушілерінен айырмашылығы баяндалды. Авторлармен түбегейлі көңіл отбасы үлгісіндегі балалар үйінің модельдік құрылымына аударылған. Әлеуметтік-педагогика қызметінің негізінде отбасы үлгісіндегі балалар үйінің жалпылама белгілері түрінде міндеттері айқындалды. Балалар үйі тәрбиеленушілерінің негізгі түзетуші-тәрбиелік жұмыстарының бағыттары және отбасылық тәрбиесін жетілдірудің қағидалары қарастырылды.

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**Психология воспитанников детских домов семейного типа**

В статье рассмотрены психологические особенности воспитанников детских домов в науке и практике. Определена сущность феномена «мы» в условиях детского дома. Изложены особые психологические проблемы детей обычных интернатных учреждений и их отличия от воспитанников детских домов семейного типа. Значительное место авторами уделено рассмотрению структуры модели детского дома по типу семьи. На основе социально-педагогической деятельности авторами выявляются в общих чертах задачи детских домов семейного типа. Изложены основные направления коррекционно-воспитательной работы с воспитанниками детского дома и реализация принципа семейного воспитания.

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