

The Need to Develop the Behavior of Orphan Children

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Abstract: This article presents scientific theoretical information on the social necessity of developing social behavior in foster children of orphanages, as well as a partial analysis of the results obtained in the research process.

Keywords: Children's homes, personality, adolescent, orphans, educator development, socialization, maturity, behavior.

Relevance of the topic. Based on modern approaches in the world, improving models of socialization of orphaned and orphaned children and pedagogical mechanisms for increasing their social activity based on prioritizing the principle of integrativeness, carrying out a number of scientific researches on the development of a socio-pedagogical system of applying reflexive technologies of humanitarian values education in adaptive options is going. At the same time, it is important to develop the competence of mastering social experience in children of orphanages, to improve the pedagogical and psychological mechanisms of preparing educators for socio-pedagogical activities, and to develop methods and methods of social-pedagogical activities for working with orphans. Especially in connection with the influence of the virtual environment, the development of innovative mechanisms for the formation of national, universal, artistic-aesthetic, moral and family values in foster children of orphanages, the development of reflexive culture in foster children requires the development of their value system. [1].

Literature analysis. Sociological, pedagogic-psychological aspects of socialization of foster children of orphanages, as well as national-moral education, the essence of national values. Researched by Goziyev, Sh. Mardonov, D. Roziyeva, O. Musurmonova, B. Khodjayev, Sh. Sharipov, Sh. Shodmonova, Ya. Chicherina and others.

Mental development of children of orphanages, orphanhood by scientists of the Commonwealth of Independent States (CIS) such as I. Dubrovina, V. Kondrashin, I. Korobeynikov, V. Mukhina, A. Ruzskaya, V. Chumakov, I. Shevchenko, T. Shulga problems, provision of psychological support, communication of foster children of orphanages with adults and peers, issues of their social adaptation were studied. [4].

Research carried out in many countries of the world (A. Gezell, Y. Langmeyer, Z. Mateychek, A. Prihojani, N. Tolstyx, Z. Freud, etc.) shows that the development of a child outside the family environment is different from the usual situation, in which there are special character traits, behavior - appearance of character, personality qualities are formed. Also, on the basis of research and observations, it was found out that not only the children being brought up in Mercy Homes do not lag behind in personal growth or development, but also the rapid formation of other mechanisms specific to adapting to the lifestyle in these institutions. [7].

It is known that socialization is a person's entry into society on the basis of acceptance of society's values and social, civic and personal maturity. Socialization of a person is the process

of a person realizing himself as a person in society. This occurs in the process of upbringing, education, self-education, when a person can independently determine his goals and determine the ways to achieve them, when he realizes his value, his identity in society. Instead, it will be done if you are sure. In other words, socialization of a person is the process and result of the improvement of psychological functions of a person under the influence of education, assimilation of social and moral values, norms and rules of behavior, enrichment of worldview. [7].

From the point of view of the axiological approach, the formation of social experience in a person takes place in two interrelated directions. Firstly, the formation of value orientation in the individual as the meaning of human life, spiritual and moral standards and rules in interpersonal relations, and secondly, in the process of mutual activity, which is reflected in self-management with a high position from a personal point of view. behavior reflects the connection with the acquisition of social and vital norms of behavior. [6].

Orientation of education to self-management as a pedagogical phenomenon requires the harmony of intellectual, emotional-emotional and activity-oriented areas related to the development of personal potential and serves to increase the social activity of education based on the high level of development of creative abilities.

The results of the study showed that the students' learning of social experience should be carried out in the following stages: social adaptation: the ability to determine one's role in social situations, adaptability and mobilization to the situation; projective: self-awareness in the process of social activity, the ability to choose individual behavioral strategies; internalization: acceptance and manifestation of the basic norms of social activity. [2].

Based on the study of the manifestation of negative behavior in foster children of orphanages, L.I.Bojovich and A.M.Prihojan found that in most situations, after leaving the state care, the foster children did not have a positive situation, including the value system necessary for life activities was not formed. . It is also emphasized that the manifestation of deviant behavior in the development of orphans is a special psychological quality of orphans. Of course, the development of such characteristics is due to the fact that conflict situations are resolved in a destructive way, difficulties in establishing interpersonal relationships, high personal anxiety, and inadequacy of self-evaluation, self-management and self-control. the low level of doing is related to the high level of motivational aggression. [3].

The system of "I and the world" relationship allows students to be prepared to fulfill collective obligations and successfully socialize them. In the process of socio-pedagogical activities in this direction, the skills of getting to know the rules of behavior in different situations, mastering the skills of orientation to social, legal and economic issues, protecting one's rights, drawing up and implementing life plans are included. .

Analysis of research results. It is known that in adolescence, self-awareness and the ability to reflect are formed in a person, and the formation of the value system accelerates. The following conclusion was reached based on the study and analysis of the value system of schoolchildren who are being raised in families with the adolescent children of orphanages:

1. family life (85%), health (72%), financial security (67%) are equally important in the structure of the value system of students studying in urban and rural schools;
2. Most of the victims of orphanages do not have life goals and ideals (67.8%), perspective-oriented motives (59.4%);
3. most students have low self-esteem (78.1%), insufficient self-critical attitude (72.7%), negative self-attitude (78.5) appears brightly;
4. In comparison with children being brought up in families (19.2%), the egoistic orientation is clearly manifested in the children being brought up (59.6%);

5. most of the foster children (74.7%) do not have an axiological orientation to perform social and public duties;
6. Pupils are characterized by a low level of social competence (82.8%). [5].

As part of the conducted research, it was determined that the formation of the system of social behavior in foster homes is related to the following factors:

1. related to the causes of orphanhood (mental disorder, antisocial behavior, somatic diseases);
2. Related to the way of life in orphanages (the institution has a closed system description; limited socio-psychological environment; homogeneity of social behavior symbols; strict regulation of interactions with the external environment; absence of representatives of the older generation, frequent changes of caregivers, limited and monotonous social relations, non-existence of relations with family and relatives);
3. related to the personal characteristics of students (lack of formation of moral-aesthetic ideals, social competence, low level of formation of the sense of "We", uncertainty of cooperation, lack of self-acceptance, immaturity (infantilism), indifference, beg anxiety, dealing with people from the point of view of personal interests, mistrust of other people, aggression, rapid mood swings, nervousness, laziness in completing tasks in the educational process);
4. related to the organization of educational work in the institution (personal and professional qualities of educators, means of pedagogical influence, content and nature of children's activities);
5. Social factors (socio-political system, socio-economic conditions, status of the institution, etc.).

Summary. Systematic, axiological, cultural-humanitarian, environmental, person-oriented approaches were taken as a basis for the formation of the value system of foster children of orphanages. In the process of socio-pedagogical activity, the principle of the effectiveness of pedagogical influence aimed at the organization of an environmental and person-oriented approach and the difficulties that arise in children's daily activities, and the organization of educational activities, gained importance within the scope of the research.

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