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**СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ПРОБЛЕМЫ
ВЫПУСКНИКОВ УЧРЕЖДЕНИЙ ДЛЯ ДЕТЕЙ-СИРОТ И ДЕТЕЙ,
ОСТАВШИХСЯ БЕЗ ПОПЕЧЕНИЯ РОДИТЕЛЕЙ**

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**SOCIAL AND PSYCHOLOGICAL PROBLEMS
OF ORPHANAGE GRADUATES AND CHILDREN LEFT
WITHOUT PARENTAL CARE**

Аннотация. Вопрос профилактики и решения проблем социального сиротства остро стоит в стране, так как в организациях для детей-сирот и детей, оставшихся без попечения родителей, воспитывается значительное число детей. Основной контингент организаций составляют подростки и старшие школьники, дети из многодетных семей, физически непривлекательные дети, дети иного этнического статуса, который не является основным в месте проживания ребенка. Такое положение затрудняет передачу детей-сирот в замещающие семьи, и они продолжают жить в интернатных учреждениях.

Результаты мониторингов, проведенных разными ведомствами, показывают, что выпускники после выхода из учреждений социальной и психолого-педагогической помощи часто попадают в трудные жизненные ситуации. Анализ практики работы учреждений для детей-сирот и детей, оставшихся без попечения родителей, показывает, что система воспитания детей в этих учреждениях слабо готовит их к самостоятельной жизни, и воспитанники, после выхода из данных учреждений, испытывают глобальные трудности в адаптации к окружающему миру.

Важно подчеркнуть, что, выходя из организации для детей-сирот, воспитанники в большинстве своем встречаются со многими трудностями самостоятельного проживания. Они оказываются недостаточно способными к самостоятельной ответственной жизни. Такой тип личности в большинстве своем формирует сама система ценностей всей жизни в организациях для детей-сирот.

Краткая характеристика социального портрета выпускника организаций для детей-сирот и детей, оставшихся без попечения родителей, позволяет сделать вывод о том, что именно категория детей, попадающих в эти организации, должна осваивать большой объем содержания социализации за короткий промежуток време-

Abstract. The problem of prophylaxis and solving the problems of social orphanhood is acute in our country because there are lots of children raised at orphanages. Most of them are adolescents and senior schoolchildren, children from families having many children, physically unattractive children, children of a different ethnic status, which is not the major one in the place they live. Such situation makes children's adoption difficult and they keep living at the orphanages.

The monitoring was held by various departments, and their results show that the graduates from the institutions of social, psychological and pedagogical assistance often get into difficult life situations. The analysis of the work of institutions for orphans and children left without parental care shows that the system of education in these institutions poorly prepares them for an independent life, and that the graduates experience major difficulties in the process of adaptation to the environment.

It is important to emphasize that graduating from the organization for orphans the majority of children come across lots of difficulties of living on their own. They appear to be not capable of living independently. Such type of personality is usually developed by the orphanage system itself.

Brief description of an orphanage graduate's social portrait leads to the conclusion that the category of children entering these organizations should develop a large amount of socialization in a short period of time. Earned value of social skills will allow them to be ready for an independent life: to build their life themselves, to use their potentials, to implement life plans without counting on the adults support.

The research results show that the transition from the orphanage to the independent life is complicated and difficult in all countries both for the graduates themselves and for the people around them. These difficulties are caused by a combination of factors. Among them first of all are: lack of

ни. Освоенный объем социальных навыков позволит им быть готовыми к самостоятельной жизни: не рассчитывая на поддержку со стороны взрослых, необходимо самому научиться строить свою жизнь, использовать свои внутренние резервы, реализовывать жизненные планы.

Результаты исследований показывают, что переход воспитанников организаций для детей-сирот и детей, оставшихся без попечения родителей, в самостоятельную жизнь, во всех странах мира представляется очень сложным и трудным как для них, так и для окружающих их людей. Эти трудности обусловлены целым рядом факторов. Это, прежде всего, неготовность к самостоятельной жизни, неумение управлять своей свободной самостоятельной жизнью, отсутствие людей, под контролем которых они находились долгие годы, невозможность быстро адаптироваться к одиночеству, сложности устройства на работу, учебу, потеря взаимоотношений с родственниками и родными. Перечисление этих факторов можно было бы продолжить, но остается нерешенной главная проблема, как помочь выпускникам адаптироваться к самостоятельной жизни и социализироваться в новом обществе.

Ключевые слова: социализация, социально-психологическая готовность, социальные навыки, психологическая защищенность, адаптация, одиночество, трудные жизненные ситуации, реабилитация.

readiness for independent life, inability to control their free independent life, absence of people under whose supervision they had been, inability for quick adaptation to loneliness, difficulties with getting a job and education, loss of relations with relatives. The enumeration of these factors could be continued, but the main problem remains unsolved, i.e. how to help the graduates to adapt to an independent life and socialize in a new society.

Key words: socialization, social and psychological readiness, social skills, psychological security, adaptation, loneliness, difficult life situations, rehabilitation.

Currently, in institutions for orphans brought up a large number of children, the bulk of who are teenagers and older students, children from large families, physically unattractive children, children of different ethnic status, which is not the primary residence of the child in place.

Results of the researches which have been carried out by different departments show that graduates, after an exit from establishments of the public and psychology-pedagogical assistance often get to difficult life experiences. The analysis of practice of work of establishments for orphan children and children without parental support shows that the educational system of children in these establishments badly prepares them for independent life; pupils experience global difficulties in adaptation to world around after an exit from these establishments.

It is important that the material well-being, the methodical organization, educational efforts, filling facilities with various activities do not affect the fact that, coming from an institution for orphans, students mostly become antisocial personality: dependent, incapable of self-responsible life, emotionally deaf and cruel. The very system of values in institutions for orphans creates this personality type

Experience of experts in establishments social and the psychology - pedagogical support allows saying that into the forefront there are problems not material, but psychological. Children living in such establishments, unfortunately, will copy in the future life model what they see daily – the contacts based on subordination, a rigid vertical of dependence on seniors, domination of authoritative system. Keep in mind that conscientious people working in institutions of social, psychological and educational support and assistance, they love children, they are trying to replace their family, help to become productive citizens of the country. Unfortunately, the existing system of their own work only supports the implementation of the “hard plan” program, ignoring the initiative and creativity of teachers and children.

Inmates of institutions focused on absolute discipline, obedience and fulfillment of adults. Lack of praise for its own activities students develop a sense of guilt, the constant control assessment of child

behavior makes him do everything to require adults. All this creates the atmosphere of cold, a formalism, causes feeling of alarm, fear, aggression manifestation. Activity of children doesn't find a response as there are no conditions of its maintenance. Liberty of choice and possibility of independent decision-making is excluded. The identity of the child is deformed that leads to the complicated behavior. Thus, the child receives a personal experience from which excluded his feelings. Child can always make a choice: either to be passive, subordinate or strong, powerful, cruel. Such institutions do not offer their pupils an alternative - to be open, active, and indifferent to others.

Deterioration of diagnoses is a consequence of orientation of system of work with children in such establishments on discipline and submission. Trouble in behavior of children accrues, as the exit is constantly condemned for a framework of the possible that causes reaction of a protest and the conflict. Such condition strengthens feeling of inferiority and strengthening of all its diseases at the child. In practice often for specification of the diagnosis of the child place in psychiatric hospital that leads to deterioration of its condition, disbelief in itself and, as a result, transfer to a special institution.

In researches of socialization it is shown that variability of society can turn the created socialization of the person into the unsuccessful. Possibility of the personality to achieve success depends on her ability to adapt for new conditions. Socialization will be successful if the person learns to be guided in unforeseen social situations. Such characteristics of the personality providing successful socialization are allocated: ability to change of the valuable orientations; ability to find balance between the values and external requirements; orientation not on concrete requirements, and of understanding of universal moral standards.

Thus, process and result of socialization are a consequence of an internal contradiction between extent of identification of the person with society and its isolations in society.

The personality adapted in society and not capable to resist to it, can be considered as the

socialization victim. The personality which isn't adapted in society, can become the socialization victim – the person with deviating behavior. Pupils of establishments social and the psychology - pedagogical support of the childhood are the most obvious victims of adverse conditions of socialization, as among them the greatest number of orphan children and children without parental support. Feature of socialization of pupils of establishments social and the psychology - pedagogical support of the childhood is replacement of the main institute of socialization – families – establishment that leads to deformation of process of socialization of children and teenagers.

The analysis of the psychology - pedagogical literature allows to allocate the factors complicating socialization of pupils of such establishments. We on the basis of works I.A. Bobyleva, N. P. Ivanova, O. V. Zavodilkina, V.S. Mukhina, A.M. Prikhozhan, G.V. Semya, N.N. Tolstykh and others allocated the numerous factors complicating socialization. They define features of socialization of pupils of establishments social and the psychology - pedagogical support which most brightly characterize graduates of residential establishments. For graduates of these establishments, according to researches of psychologists, teachers and social workers, existence of the following lines is characteristic:

- dependence, misunderstanding of a material aspect of life, property questions;
- difficulties in communication, lack of selectivity of communication;
- the infantilism, the slowed-down self-determination, rejection itself as persons, inability to a conscious choice of the destiny;
- congestion negative experience, negative values and examples of behavior;
- uncertainty in, the future, aggression in relation to the outside world, especially in cases if the state doesn't carry out the obligations.

A concise description of the social portrait of the graduate institutions for orphans and children left without parental care, suggests that it is the category of children entering institutions of social, psychological and educational support child must learn a large amount of content so-

cialization. Earned value social skills will allow them to be ready for an independent life: Does not count on the support of parents, most learn to build your life, to use their internal resources to implement life plans.

Results of researches show that transition of pupils of establishments for orphan children and children without parental support in independent life, worldwide is represented very difficult both for them, and for people surrounding them. These difficulties are caused by a number of factors. It, first of all, unavailability to independent life, inability to operate the free independent life, absence of people under which control they were for many years, impossibility quickly to adapt for loneliness, complexity of employment, study, loss of relationship with relatives and native. Transfer of these factors could be continued, but there is unresolved the main problem how to help graduates to adapt for independent life and to be socialized in new society.

Problems of graduates at the introduction in independent life arise, first of all, because they get under competences of different departments: educational bodies, social protection, police etc., this interdepartmental dissociation doesn't allow to build the solution of their problems in the uniform direction.

It is necessary to note that at the beginning of independent life orphan children and children without parental support, in comparison with children from families, are initially deprived of the help and support from close relatives and parents that is the most important in life that the family gives to the person.

Researches of psychologists, teachers show that orphan children and children without parental support are stronger, than children from a family dream to have the house, the good family, loving parents. They represent the future house not similar on public institution in which they grew, by the former paternal home, but as some imaginations house. Thus graduates on the one hand, look forward when they leaves for walls of orphanage or boarding school, a shelter, the center, and on the other hand very much are afraid of it, aren't confident in the possibilities to live independently. Being on the state provid-

ing, orphan children and children without parental support, reflected on the one whom and as solved their problems, they practically didn't put effort for the solution of many problems. It is important to consider specific problems of graduates. They in many respects depend on what independent life of the graduate begins. Let's consider some groups of graduates of establishments for orphan children and children without parental support and possible ways of the beginning of their life.

1. Orphan children whom parents refused in maternity hospital and consequently most close and native for them are the staff of orphanage. They receive own housing quickly, but are at a loss in the solution of many problems as they do not have someone to whom they can address for the help. There should be a special work on post-residential adaptation with this group of graduates.

2. Children without parental support at whom the habitation is fixed at parents or at relatives. They come back to the fixed habitation where more often nobody waits for them. Therefore problems of this group of graduates have the specifics; process of their post-residential adaptation is especial.

3. Children without parental support who have no fixed habitation or they wait for it, therefore they start to live in a hostel. A post-residential adaptation occurs at them especially and demands the help from specialists of different departments.

4. Orphan children and children without parental support who come back from imprisonment places. Such graduates demand special attention and the help from experts.

Graduates who on age treat the advanced school age or early youth and bringing up out of a family, get to a field of attention of experts therefore it is necessary to know features of development of their personality at this age.

Children of the advanced school age belonging to group of risk, are characterized by special process of socialization. They live, as a rule, the most part of the life in establishments (orphanages, boarding schools, shelters, under guardianship) or in a dysfunctional family. For the major-

ity of graduates of establishments of social and pedagogical support specific features of their personality and life which can be described are characteristic:

1. inability to communicate with people out of establishment, difficulty of establishment of contacts with adults and coevals, estrangement and mistrust to people, dispassionateness from them;

2. violations in development of the feelings, not allowing to understand others to accept them, a support only on the desires and feelings;

3. low level of the social intelligence, preventing to understand public norms, rules, need to correspond to them, stay similar to and a habitual circle of contacts;

4. poorly developed sense of responsibility for the acts, indifference for destiny of those who connected with them the life, brightly being shown feelings of jealousy to them;

5. consumer psychology of the relation to relatives, the state, society and unwillingness to answer most for the acts;

6. uncertainty in, low self-image, absence of constant friends and support from their party;

7. not the formation of the strong-willed sphere, lack of the commitment directed on future life, more often commitment is shown in achievement of the next purposes: to receive desirable, attractive etc.;

8. not the formation of vital plans, need for vital values which include satisfaction of basic needs (food, clothes, the dwelling, entertainments);

9. low social activity, manifestation of desire to be the imperceptible person, not to involve in itself attention;

10. susceptibility to addictive behaviors - self-destructive-abuse by one or more of the substance with no signs of dependence. It can serve as a kind of regressive form of psychological protection (smoking, alcohol, soft drugs, toxic and medicinal substances, etc.).

Children of the advanced school age are on the threshold of independent life to which they don't consider themselves ready. On the one hand they want to live independently, separately, to be independent of anybody, on the other hand

- are afraid of this independence as understand that without support of parents, relatives not to survive, and they can't count on it. This duality of feelings and desires leads to a dissatisfaction of the senior with the life and yourself. Many of them get at this time professional education. Orphan children and children without parental support in 95 % of cases choose a technical training college or technical school. Studying in these educational institutions, they again get to society approximately the same coevals. All of them are on the state providing; live in one hostel, in the uniform cultural and leisure environment. Problems of loneliness, uselessness, vulnerability remain at the same level. Situation those children who live in establishments for orphan children and children without parental support is slightly better, than that who studies in average special or professional establishments as they can return to a habitual environment where they have care.

Absence of positive influence of a family on development, training and education of children results in features of their mental development, difficulties of training and education, socialization and a personal maturity. According to L.S. Vygotsky limited possibility to carry out the psychology - pedagogical and correctional work with orphan children and children without parental support, leads to a desadaptation and promotes development of compensating means which throughout all age can start the negative mechanisms deforming the identity of the child.

The child's life outside of the family leads to a special mental state - mental deprivation (J. Langeymer Z. Mateychek). Their opinion, this condition occurs in special situations when a person is given the opportunity to meet some of the basic psychological needs for a long time. The children are brought up outside the family; there is a change in personality - personal deprivation, which contributes to a negative personal qualities and entities.

Education outside the family is the main reason for being unprepared for independent living and creates a manifestation of personal deprivation, as a permanent environment many children and adults do not allow self-identity, self-reflection and its problems, inability to think

about their future life. The child does not know how he will live alone where to find friends, how spending leisure.

Limitation of communication with adults (only the staff of institution), leads to that children can't come into contacts to other adults, find the common between requirements of other significant adults both the desires and possibilities. Contacts with adults are superficial, a little emotional that results in absence of requirement to find close relations with adults, to trust them, to see respect for from their party.

The problem of choice of profession costs most sharply at the advanced school age. All children dream of good work. Ideas of good work at them special as they represent it as idleness, but receiving thus big money. As throughout education in public institutions children practically had no pocket money, naturally any sums which by it call as a salary, for them are huge. Children don't represent cost of the things necessary for accommodation. A subsistence minimum for them concept nonexistent as they got used to a good food, purchase of all necessary things, the equipment etc. Being in public institutions for orphan children, graduate don't represent cost of real life, ability of all ordinary people to save money to buy only necessary, instead of that would be desirable for them.

Insufficient the psychology – pedagogical activities for formation of related feelings in establishments for orphan children lead to that after an exit from orphanage, graduates try to find relatives, native, to return to the family. It seems to them that their parents, relatives will fall in love with them at once, to them will be glad and everything will be good. But in life they observe other picture. Parents don't accept them, don't want, that they lived with them. Relatives rejoice to return of children from orphanage only in the beginning. The relations with relatives and relatives don't develop, children again remain alone. Without having experience of life in a family, they don't represent that such the family relation therefore it seems to them that at them everything will be good. Any person who regretted them, warmed, it seems to them the fantastic hero and there is a hope that everything

will be good. Children a little that can independently undertake, as they don't know, how it to do. Children can't live when receive separate housing; more often they leave to live to friends or girlfriends. Quite often such friends or girlfriends live in dysfunctional families therefore children unite, spend together time, walk etc.

Professional experience with children and adolescents in institutions shows that quite often the pupils come crises that result in disruptions of behavior, fights, aggression, escape, rude treatment to adults and peers, etc. In order to determine exactly what the child is in crisis, it is necessary to find out what causes it. Specialists confirm that for one child is crisis, it remains completely unnoticed by others. To work with children and adolescents need to know which situations are harmful and contribute to the manifestation of the crisis.

For work with children in crisis conditions experts should know everything about types of crises in a family, understand an essence of it, and also the nobility as the behavior of the person in a crisis situation changes. The experts working on assistance to the child in a crisis situation, should know very well, first, theoretical bases of crisis. In work with a crisis situation it is necessary to lean on a system approach. The system explains that at intervention from outside in a crisis situation it is necessary to consider it in all its aspects. Quite often, in a crisis situation there is a situation when all are concentrated to someone's fault. If accused there is a child, experts should look at it from a position of that the child is a part of big system, for example, families. The family is also included in system of relationship with relatives, neighbors, colleagues, friends, and those are included in turn into community. All these parts of system in different degree cooperate among themselves and this interaction brings a significant contribution in the events leading to crisis. Therefore often separate parts of system influence others and bear changes in all system.

The second that it is necessary to know to experts, it is the crisis nature. Any crisis has certain borders: beginning, middle and end. The beginning of crisis is accompanied by lifting of nega-

tive emotions which have splash or emission on people around. Negative emotions don't allow the child to react quietly on surrounding, and cause inadequate reaction that leads to quarrels, fights, aggressive behavior etc. more often. The middle of crisis is characterized by unsuccessfulness of the person to find the mechanism of overcoming of crisis. It is shown that inefficient mechanisms of recovery from the crisis strengthen negative reactions, a rage, anger etc. The finishing stage of crisis is characterized by that the person either solves a problem, or finds a way to reduce its influence.

Thirdly, during crisis situations of people with bigger ease accepts the help as it is least protected and needs the help for tranquility restoration.

Fourthly – crisis comprises possibility of further growth and can become possibility for the adaptation at which old ways of behavior, habits will be destroyed, and to their place can come new, more effective.

The fifth – to know ways of relief action at different stages of crisis. At the first stage to study the event which led to crisis, to specify the influence rendered on the person, to divide problems on the importance and to solve, what is the most significant. For the middle of crisis it is important to allocate its components (loss of, concern, an event test etc.), to study strategy which are used by the child, to create the plan, which help to overcome some problems. For example, a child has a lot of problems in school - behavior, learning, delays, etc. You can negotiate with the teacher, the child gradually corrected estimates, practicing them in different ways (written report, made a map, etc.), and the teachers will not reduce the assessment if the child is not able solve the task etc. And the crisis is to discuss with the child what the problem was solved, and to show that the crisis is overcome in solving a certain problem, rather than all at once.

The most complex problem is the stressful model of crisis. It is necessary to represent accurately all stages of crisis in work with children in the conditions of carrying out rehabilitation work. Feature of crisis is that its beginning occurs without presence of adults. For example, incident which changes behavior of the child. At

school fought, came in orphanage and can't calm down, inadequately reacts on people around, can start fight. The behavior of the child in the beginning changes, separate forms, for example, the concern, separate manifestations of the aggression, some pugnacity etc. can precede it.

This stage of crisis is alarm, the child as though a show to people around that it has something not so; something prevents it to be quiet, disciplined. Deviations of behavior are shown even more often, there is an increase of negative behavior, the child loses control over itself and it negatively influences other children surrounding the child. At this stage there is an escalation or strengthening of negative tendencies in behavior. Control loss over itself leads to that the child can't adequately react, he starts to behave defiantly, connects to the behavior and problems children, adults. Someone from adults surely in such situation takes control over behavior of the child as it can cause a damage to children and yourself. It comes to an end with that the adult supervises behavior of the child and he can agree with the adult that such behavior is inadmissible that it is bad. But for the child the most important to prove that it is bad and all round it don't represent, as it to influence. Thus the child cannot find an exit from a crisis situation, and on the contrary, enters in it, expands a network involved in it. Adults have a fear experience for life and safety of other children and the child leads to rigid control of his behavior, management of behavior of the child, but doesn't allow leaving a crisis situation.

The following stage shows an exit from a crisis situation. The adult can show to the child this exit, but the child can accept our way of an exit from a crisis situation, and can and not accept, and use the, inefficient way. In this situation crisis won't bring positive changes, and on the contrary, will fix an old way and an exit will be inefficient.

If the child accepts a way of an exit from the crisis situation, offered adults, in such situation the adult carries out a role of ambulance which always comes to the rescue in the solution of this problem. Concerning an exit from a crisis situation the child doesn't take out the new of anything for itself.

The most important exit from a crisis situation when the child himself lived this crisis situations, saw it from within and found a way out for itself. Next time at hit in a crisis situation it will find a way of an exit from it or can come to any expert and ask from it of permission simply to sit in a room, to be nearby and to keep silent. The independent exit from a crisis situation allows receiving life experience, the child realizes that to it occurs and studies how to arrive in this situation.

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