Factors of Forming the System of Values in Nurses of Orphanage Homes

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Abstract: Formation of the value system related to life activities, assimilation of social values and standards in children of orphanages, analysis of researches carried out abroad and in our republic is presented.

Keywords: Personality, Nursing homes, formation, value, intelligence, student, parents, aesthetic and physical development.

Mechanisms of social protection of orphans left without parental care and creation of necessary conditions for their life activities have been implemented in the world. In the Convention on the Rights of the Child, all countries specifically define care for children who are temporarily or permanently deprived of living in their family. In developed countries such as the USA, France, England, Russia, ensuring the successful socialization of orphans and children left without parental care into society, improving the technologies for determining axiological attitudes towards life, people and oneself, raising orphans in families rather than in separate institutions, social protection, father - large-scale projects are being implemented on the implementation of socio-pedagogical mechanisms of preparing children left without mother's care for social life based on the cluster approach.

Mental development of children in orphanages, problems of orphanhood by scientists from the countries 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, etc. issues of psychological support, communication of foster children of orphanages with adults and peers, and their social adaptation have been researched. Foreign scientists J.Ballantine, K.Weger, K.Wegar, K.Browne, C.Nelson, R.Carter conducted research on the issues of preparing children of orphanages for social life, integration of activities of family and orphanages, development of value orientation in children.

The formation of a value system for life activities in foster children of orphanages is a complex process, which is largely related to the living conditions in this institution and the assimilation of social values and norms. In addition, children of orphanages are deprived of special attention and care, which plays an important role in the formation of a child's personality as a whole, because they live in a children's community.

First of all, the personal problem of the children being brought up in orphanages is related to the deprivation of mother's love from early childhood, that is, the state of deprivation, and this aspect causes various deficiencies in the development of personality and intellect. Children in orphanages are under full state care from birth or have negative ideas about living in a family environment, live in this type of closed institution for a long time and leave it in their teens.

In the conditions of orphanages, the incomplete formation of the value system causes many problems in the child's readiness for independent life, social adaptation and finding his place in society. For

example, self-awareness in adolescent foster children depends on external aspects and is realized at the expense of constant like-minded peers and adults in the House of Mercy.

This situation, in connection with the strict agenda of the institution, causes the formation of negative moral and spiritual standards of behavior in the students, which causes aggressive behavior in the staff. In children raised in orphanages, there are strict boundaries with the environment in terms of "Us - them", "Ours - strangers", which causes the feeling of "Us" and "I" to increase. In this way, the students develop a feeling of resentment towards the surrounding people and society, as well as open and closed resistance towards them.

The analysis of research carried out abroad and in our republic shows that the development of a child outside the family environment is different from the usual situation, and special character traits, behavioral manifestations, and personality qualities are formed in him. Also, on the basis of research and observations, it was found that in the children brought up in Mercy Homes, not only lagging behind personal growth or not developing, but also the rapid formation of other mechanisms specific to adapting to the lifestyle in these institutions.

It is known that in adolescence, self-awareness and the ability to reflect are formed, 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 foster children of orphanages:

a) 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;

b) Most of the victims of orphanages do not have life goals and ideals (67.8%), perspective-oriented motives (59.4%);

c) most of the students have a low self-esteem (78.1%), the level of self-criticism is insufficient (72.7%), negative self-attitude (78.5) is evident;

d) in comparison with children being brought up in families (19.2 %), egoistic orientation is clearly manifested in the children being brought up (59.6 %);

e) most of the students (74.7%) do not have an axiological orientation to perform social and public duties;

f) pupils are characterized by a low level of social competence (82.8%).

The formation of the value system in children of orphanages is related to the following factors:

1) related to the causes and consequences 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;

having a strict regulation of interactions with the external environment; non-existence of representatives of the older generation, frequent changes of educators, limited and homogenous 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 internal self-acceptance, immaturity (infantilism), indifference, indifference, personal interests with people attitude, mistrust of other people, aggression, quick mood swings, nervousness, slowness 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.). These factors, in turn, can be conditionally divided into three large groups: macro, meso and micromillennium (Table 1).

Factors of formation of value system in foster children of orphanages

Table 1

Factors	group of factors
Macro factors	Legislative norms; financing system; public opinion, mass media
Meso factors	Subculture; type of institution, regional conditions
Microfactors	Heredity, personal characteristics, pedagogical team, reference group, peer group

All of these factors are interrelated and interrelated, and required improvement of the components of axiological worldview in foster children of Mercy Homes. Forming an axiological worldview in students requires ensuring the unity and coherence of value-oriented consciousness, attitude, attitude and orientation.

A person's understanding of his internal position and the presence of preparation for activities in connection with specific values is defined as a valuable institution. The term attitude was used for the first time by U. Thomas and F. Znanetsky in the sense of the direction of human activity. Ustanovka captures the description of orientation, which reflects the state of readiness of a person for specific activities. It shows cognitive (knowledge, information) and affective (emotion, feeling) components.

Axiological institution - reflects the student's own clear point of view and the level of readiness for activity in connection with value forms. Axiological orientation is characterized by accepting one or another value as a vital necessity. Axiological orientation takes place in the following interrelated stages: acquisition of personal values; self-transformation of the individual based on acquired values; clarifying a stable goal and directing one's energies and possibilities towards a happy life.

The following pedagogical conditions were defined based on the factors of forming the value system and the axiological worldview of foster children in orphanages:

➢ organization of socially and personally important activities based on the provision of freedom of moral choice of foster children, its justification, independent decision-making;

➢ development of local-module technology for development of self-awareness, self-evaluation aimed at correcting negative behavior;

➢ creation of a comfortable educational environment (educational, free time organization, career orientation, valeological), organization of effective cooperative activities of students with social institutions, real life and communication that allows children to master the environment, work, family life, moral values involvement in the process;

➢ creating the necessary conditions for assimilation of sex-role behavior patterns, family ideals and family values that are maximally equal to the family environment and life activities;

➢ development of relations between adults and children based on cooperation, mutual respect and trust.

In conclusion, it should be noted that the analysis of the research conducted abroad and in our republic shows that the development of the child outside the family environment is different from the usual situation, and special character traits, behavioral manifestations, and personality qualities are formed in him.

Also, on the basis of research and observations, it was found that in the children brought up in Mercy Homes, not only lagging behind personal growth or not developing, but also the rapid formation of other mechanisms specific to adapting to the lifestyle in these institutions. Forming an axiological worldview in students requires ensuring the unity and coherence of value-oriented consciousness, attitude, attitude and orientation.

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