

Socialising Opportunities for Orphans of the Regional Educational Space

Nadezhda Shaidenko ^{1,*}, Svetlana Kipurova ¹, Ellada Shelispanskaya ²

¹ The Advanced Training and Professional Retraining Institute of Education Professionals of Tula Region, Center for the Strategic Planning of the Education Development, Expertise and Scientific Advice, Tula, Russia

² Tolstoy Tula state pedagogical University. Faculty of psychology, Department of psychology and pedagogy, Tula, Russia

*Email: nashaidenko@gmail.com

ABSTRACT

The first stage of the study of socialising opportunities for orphans of the regional educational space is the study of factors and conditions for improving the effectiveness of socialisation of orphans and children left without parental care. The article contains the results of this theoretical study of the problem: the classification of the existing and Russian Federation forms of orphan children is given; the negative consequences of family dysfunction are described; the primary attention is paid to the analysis of the current state of the highlighted problem. For this purpose, fundamental theories and concepts were characterised: design and development of educational systems, socialisation, social adaptation and social rehabilitation through and in the conditions of education, management of the development of educational systems. The semantic field of the concept of "regional educational space" is characterised, two approaches to understanding the socialisation of children are described, the methodological foundations of the study of the socialisation of orphans are determined.

Keywords: State policy, Regional policy, Social orphanhood, Child rights, Upbringing, Children's charity, Guardianship, Legislation.

1. INTRODUCTION

The problem of effective socialisation of various groups of young people, including orphans and children left without parental care, remains relevant and insufficiently developed to date. By socialisation, we mean the process of assimilation by an individual of patterns of behaviour, norms and values, knowledge and skills that allow him to function successfully in society. This process is influenced by many factors, including the components of the regional educational space.

As of January 1, 2020, according to Rosstat, the number of children and adolescents under the age of 18 permanently residing in the Russian Federation increased by 154.9 thousand people or 0.5% and amounted to 30,370 thousand people. The share of children and adolescents in the total population increased from 20.6% to 20.7%.

State-public support involves various placement forms of an orphan child and a child left without parental care, reflected in the Family Code.

In the state-public support, various forms of children's arrangement are known and can be classified as follows:

1. Family forms of children's arrangement.
2. State-public forms of children's arrangement
3. State forms of arrangement of children [1].

The dysfunction of the family that is taking place in our eyes has a lot of negative consequences, one of which is social orphanhood [2]. The state's constitutional duty is the guardianship of round and social orphans, ensuring a decent standard of living for each child, protecting his interests and rights. But this is not enough; the state must supervise and accompany the child throughout his growing up and socialisation. This consists of the control of orphan institutions, the selection of guardians and

adoptive parents, the constant patronage of families who have decided to replace the orphan's relatives and friends.

The research problem is the insufficient development of the theoretical foundations for studying and explaining the specifics of the socialising opportunities of the educational space of each region for orphans and children left without parental care.

The importance of its solution is due to the need for a conceptual understanding and classification of the resources of the educational space of individual regions for effective management of socialisation of different groups of young people, including orphans and children left without parental care.

Scientific grounds are necessary for the effective use of the socialising opportunities of the region, justification of the expediency of selection and explanation of the specifics.

The socialisation process allows you to slow down the formation of negative personality characteristics and ensure timely and painless entry of orphans into educational and later professional collectives. Full-fledged socialisation of orphans and children left without parental care guarantees their success in work, social and family life.

2. ANALYSIS OF THE CURRENT STATE OF THE STUDY OF THIS PROBLEM

In pedagogical, socio-psychological, economic and sociological research, the specifics of the educational space are revealed from various scientific positions; it is touched upon in fundamental theories and concepts: the theory of design and development of educational and educational systems (B.P. Bospalko, N.V. Bordovskaya, Y.S. Manuilov, N.L. Selivanova et al.); theories of socialisation, social adaptation and social rehabilitation by means and in conditions of education (G.M. Andreeva, E.V. Bondarevskaya, A.V. Mudrik, A.A. Rean et al.); theories of management of the development of educational systems and regional education (V.S. Lazarev, M.M. Potashni et al.). Today, the theory of multicultural educational space is actively developing (E.V. Bondarevskaya, O.A. Leonova et al.) [3].

The problems of students socialisation and the factors of socialisation are also reflected in the works of sociologists (V.E. Semenov et al.), teachers (S.G. Vershlovsky, V.S. Magun, A.A. Ovsyannikov, V.Ya. Nechaev, V.S. Sobkin et al.) psychologists (I.S. Kon, A.A. Rean et al.) [4]. However, even though scientists within their branch of scientific knowledge study, as a rule, one group of factors affects the socialisation of students. In recent years, special studies have appeared, which revealed the dependence of the process and results of socialisation of orphans and children left without parental care on the combination of factors of the regional

educational space in the conditions of specific educational organisations (Kabardieva F.A., Kichigina T.S., Solomatina G.A. et al.) [5].

There are in-depth works on substitute families. Unfortunately, we have not found any studies on the socialising role of the regional educational space.

According to numerous statistical and research data of economists, political scientists, sociologists, psychologists and educators, each region has territorial, socio-cultural, demographic and educational specifics. Therefore, it is advisable to carry out scientific analysis and systematic differentiation of the problems of socialisation of orphaned children, which they face during the preparation for independent living under the influence of all living and learning conditions, within the educational space of each region as a socio-economic unit for managing the development of education in the subjects of the Russian Federation [6].

The solution to this problem was a holistic view of the regional educational space and its possibilities in the socialisation of orphans and children left without parental care during education as the essential stage of personality formation and training of modern personnel for the region's innovative development.

In the education theory, the semantic field of the concept of "regional educational space" is quite broad. Its specificity is studied based on various approaches (territorial-contextual, systemic, holistic, integrative, cultural, etc.). Scientists substantiate the diversity of the description and use of this phenomenon in a social context (socio-pedagogical, socio-political, ethnonational, financial and managerial, etc.).

Today there are many interesting interdisciplinary and complex studies conducted jointly by educators, psychologists and sociologists, but outside the subject of this study [7].

In the understanding of socialisation among foreign scientists, two approaches can be distinguished. Representatives of the first, "object" approach (V. Bretsinka, O. Brim, R. Darendorf, E. Durkheim, R. Koenig, V. Kukartz, R. Lafon, K. Langton T. Parsons, F. Tenbrook, P. Fulkye et al.) socialisation is considered as a process of integration of the younger generation into the system of social roles through the internalisation of the norms of their reference group [8]. Modern French sociologist A. Mendra defines socialisation as "the mechanism by which a society transmits values, norms, and beliefs to its members." In the framework of the second, "subjective" approach (F. Znanetsky, Ch. Cooley, L. Levi-Bruhl, K. Levi-Strauss, D. Mead et al.), socialisation is defined as self-development and realisation of potential opportunities [9].

3. RESEARCH METHODOLOGY

The analysis of the domestic and world scientific experience in solving the problem has allowed us to determine modern methodological approaches in the design and direction of the search for theoretical foundations for studying the regional educational space and socialisation of students [10,11,12].

The achievability of the task is due to the methodological understanding of approaches to problem-solving, the logic of socio-pedagogical research with the definition of the tasks range for each stage, the definition of the scale and nature of the scientific group actions and the expected results, as well as the selected set of research methods relevance.

At the theoretical level, based on structural-phenomenological and interdisciplinary approaches, conceptual provisions have been developed that determine the understanding of modern phenomena of the regional educational space and the specifics of the socialisation of orphans and children left without parental care.

The study of the regional educational space as a construct delineating the socio-territorial boundaries of education and socio-cultural conditions of education and residence of orphans and children left without parental care was conducted. This methodology will make it possible to systematically study the possibilities of the existing educational infrastructure in the region, the opportunities of its social environment and the chances of information and educational resources.

The scientific understanding of the generic concept of "educational space" and the use of comparative analysis and modelling methods made it possible to clarify scientific ideas about the structural and functional features of the regional educational space [13]. The model of the regional educational space reflects the peculiarities of the distribution of resources in the region for the organisation of educational activities and meeting educational needs and allows us to assess the effectiveness of their use in the socialisation of students in general and orphans, and children left without parental care, in particular.

By the method of socio-psychological and pedagogical analysis of the regional educational space, the search for mechanisms for the development of the field of education in the conditions of the Tula region can be carried out based on identifying the structural organisation and assessing the contribution of its elements to the preparation of young people for independent life and activity in the modern regional socio-cultural environment.

To study the process and results of socialisation of orphans and children left without parental care in the regional educational space should be considered the

vectors, relative to which the ordering of its socialising resources is revealed.

4. THEORETICAL SUBSTANTIATION OF THE REGION'S SOCIALISING CAPABILITIES

The scientific significance of the study is to enrich:

- methodology for studying the possibilities of educational space and mechanisms for their effective use in the region to solve socially significant problems of socialisation of an orphan child;

- scientific approaches in the search for indicators of the socialising effectiveness of the educational space and determining the specifics of its organisation in a particular region;

- methods of monitoring the socialisation of orphans and children left without parental care in a particular region and identifying typical problems that arise in this process.

The main achievement was creating a theoretical basis for studying a specific regional educational space and determining its possibilities for the socialisation of orphans and children left without parental care.

The scale of the task is determined by the fact that its solution will allow us to have a scientifically based system of parameters for studying and determining the features of the educational space of any region of the country and an adequate system of indicators for the socialisation of orphans and children left without parental care, as a system of indicators for assessing the social effectiveness of the structural and content organisation and the search for new methods for correction and development. The solution of the problem will provide researchers with scientific grounds for predicting the development of the educational space of the region, which will allow implementing a differentiated approach in the socialisation of orphans and children left without parental care.

The research results are the definition of methodological and theoretical foundations and the conceptual and terminological field of the study of the regional educational space; the disclosure of the conceptual understanding of the regional educational space.

The scientific novelty of the materials obtained consists in the systematic consideration of the possibilities of the educational space of the Tula region as the main indicators for assessing the results of its impact on the socialisation of orphans and children left without parental care, the mobilisation of unused or the renewal of insufficiently effective resources.

5. CONCLUSION

Analysis of the state of the problem in Russian science has shown a scientific and social need to understand the patterns and mechanisms of influence of various components of the regional educational space on the development of personality and socialisation of various categories of youth. Still, there are no studies aimed at studying the socialisation of orphans in the educational space of a particular region.

The socialisation of orphans and children left without parental care is particularly difficult. Previously, their education, preparation for independent life, material support was the concern of the state.

The current system of financing provides public services (a new term), which include the following indicators:

- implementation of basic educational programs;
- children maintenance;
- psychological and pedagogical counselling of students, their parents, teachers;
- correctional-developing, compensating and speech therapy assistance to students;
- additional general education programs.

The limited provision of public services requires a profound revision of the issues of the formation of life plans of orphans, the development of their abilities, intelligence, will, emotions, etc.

The legislative acts adopted in the regions to protect the rights of orphaned children mainly concern the approval of standards for providing food, service, clothing, and personal hygiene items.

Regional legislation should be aimed not only at the quality of the care of boarding school students but also at the quality of a person.

This is possible when amendments are additionally made to the legislative framework of the Russian Federation and the region. An example would be the solution of the issue of patronage organisations and mentoring.

ACKNOWLEDGMENT

The article was prepared with the support of the Government of the Tula region, a grant in the field of science and technology in 2021 on the topic: "Theoretical foundations of the study of the regional educational space and its possibilities for the socialisation of orphans and children left without parental care (on the example of the Tula region)" (Decree of the Government of the Tula region of 08.10.2021 664, Contract No.DS/258 of 25.10.2021)

REFERENCES

- [1] E.A. Shepeleva, E.M. Lapteva, N.M. Lapteva, D.V. Ushakov, S.V. Zabelin, Values Development in Children Raised in Families and in Orphan Asylums, *Sibirskiy Psikhologicheskiy Zhurnal – Siberian journal of psychology* 74 (2019) 126-138 [In Russian. English Summary]. DOI: <https://doi.org/10.17223/17267080/74/8>
- [2] Socio-psychological portrait of children and families getting assistance at railway stations / T. Arakantseva, I. Bobyleva, O. Zavodilkina [et al.] // *Man in India* 97(3) (2017) 237-248.
- [3] A.M. Aksenov, Interdepartmental interaction on protecting the rights of graduates of orphanages [Mezhvedomstvennoe vzaimodejstvie po zashchite prav vypusknikov sirotskih uchrezhdenij] / A.M. Aksenov, N.A. Shaidenko, S.N. Kipurova, Tula: Tula State University [Tul'skij gosudarstvennyj universitet], 2017, 104 p.
- [4] V.A. Lonikova, M.M. Rusakova, O.M. Usacheva, The experience of assessing the well-being of children in institutions for orphans [Opyt ocenki blagopoluchiya detej v uchrezhdeniyah dlya detej-sirot] / V.A. Lonikova, M.M. Rusakova, O.M. Usacheva 2 (2017) 129-144. DOI: <https://doi.org/10.14515/monitoring.2017.2.08> Monitoring of public opinion: Economic and social changes [Monitoring obshchestvennogo mneniya: Ekonomicheskie i social'nye peremeny].
- [5] E.V. Bakhvalova, Socio-psychological predictors of successful integration of children from an orphanage into a mass school [Social'no-psihologicheskie prediktory uspešnoj integracii vospitannikov detskogo doma v massovuyu shkolu] / E.V. Bakhvalova, A.V. Miklyaeva 25(1) (2021) 110-126. DOI: <https://doi.org/10.15507/19919468.102.025.202101.110-126> Integration of education [Integraciya obrazovaniya].
- [6] T.O. Archakova, E.S.Garifulina, Measuring children's subjective well-being in Russia: from local social practices to the federal strategy [Izmerenie sub"ektivnogo blagopoluchiya detej v Rossii: ot lokal'nyh social'nyh praktik do federal'noj strategii] // Monitoring public opinion: Economic and social changes [Monitoring obshchestvennogo mneniya: Ekonomicheskie i social'nye peremeny] 1 (2020) 276-295. DOI: <https://doi.org/10.14515/monitoring.2020.1.11>
- [7] L. Shpakovskaya, The ideal organisation of care for children left without parental care: the reform of the child protection system as a struggle for resources

and recognition [Ideal'naya organizaciya zaboty o detyah, ostavshihhsya bez popecheniya roditel'ej: reforma sistemy zashchity detej kak bor'ba za resursy i priznanie] / L. Shpakovskaya, M. Kulmala, Zh. Chernova // *Laboratorium: Journal of Social Research* [Laboratorium: zhurnal social'nyh issledovanij] 1 (2019) 57-81. DOI: <https://doi.org/10.25285/2078-1938-2019-11-1-57-81>

- [8] R. Darendorf, *A modern social conflict. An essay on the politics of freedom* / Ralph Darendorf; Trans. from Germ. L.Yu. Pantina, - M.: ROSSPEN, 2002, 284 p. (SUE IPK Ulyan. House of Printing).
- [9] E. Greenberger, W.A. Goldberg, *Work, upbringing and socialisation of children. Developmental Psychology* 25(1) (1989) 22-35. DOI: <https://doi.org/10.1037/0012-1649.25.1.22>
- [10] J. Legrand, *Child care system reforms in Eastern and Central Europe and Central Asia: Why there is a need to focus on children below three years*, *Irish Journal of Applied Social Studies* 15(2) (2015) 2-11.
- [11] I.S. Danilova, *School, family, parenthood abroad: an attempt at theoretical and methodological justification in a comparative study* [Shkola, sem'ya, roditel'stvo za rubezhom: popytka teoretiko-metodologicheskogo obosnovaniya v sravnitel'nom issledovanii] / I.S. Danilova, E.I. Orekhova, N.A. Shaidenko // *Russian Academy of Education News* [Izvestiya Rossijskoj akademii obrazovaniya] 1(45) (2018) 76-83.
- [12] A.M. Aksenov, *Experience and trends of state support for orphans in Russia and abroad* [Opyt i tendencii gosudarstvennoj podderzhki detej-sirot v Rossii i za rubezhom] / A.M. Aksenov, N.A. Shaidenko, S.N. Kipurova, Tula: Tula Production Printing Association [Tul'skoe proizvodstvennoe poligraficheskoe ob"edinenie], 2018, 146 p.
- [13] S.V. Ivanova, *Educational space as a mode of educational policy* [Obrazovatel'noe prostranstvo kak modus obrazovatel'noj politiki] / S.V. Ivanova, O.B. Ivanov, Moscow: LLC "Russian word - textbook" [OOO "Russkoe slovo - uchebnik"], 2020, 158 p.