USING EDUCATIONAL AND MORAL ACTIVITIES IN PREPARING STUDENTS OF ORPHANAGES TO THE SOCIAL LIFE

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Abstract. Training of young generation for social life is one of the main objectives of the state educational policy. This problem gains special relevance, so far as concerns learners of orphanages who are deprived of family support. In this article questions of the organization of activity of "mercy houses", directed on social adaptation of learners to future life in society are taken up, categories of learners from social and mental positions are analyzed, possible plans of activity of child care facilities where the main emphasis is placed on involvement of learners to work, cultural and educational actions, formation of their moral positions are submitted.

Keywords: training of children for life in society, family values, public consciousness, children's aggression, moral qualities, diligence, national traditions, work in cooperation.

One of the social-pedagogical problems is to prepare new generation for social life. Every teenager meets the need for social help in life. This need is usually fulfilled by family members in the family. However for the children of the orphanages it is essential to give help and support by the government and society. The main educational goal of the orphanages’ is to socialize their students. In order to gain these goal orphanages should have different activities to help learners to understand family values and relations. During these activities learners should be aware of how: to take care of youngest, to respect older people and each other, and value each other ideas and views.

It is important to base educational work of orphanages on national traditions and customs. For getting good results we should solve the problems in the following ways:
- Establish differential, pedagogical and psychological program;
- Systematically implement national values during lessons and in lessons and extra-curricular activities for the learners;
- To create curriculums, course books, manuals basing on national ideology in bringing up the learner;
- To create syllabus for educational hours;
- To design a special course for universities, teacher training institutes and teacher qualification centers based on national educational problems.

When we did research on learners of orphanages’ personality, we found out two types of children in there. They are:
1. Children who lost their parents by death;
2. Children who have parents, because of their family conditions. (Parents lost their rights according to the law).

After learning orphanages personality there is a need for searching psychological help that will be given to them. The most important thing is to design yearly plan for orphanages’ psychologists. Their yearly plans are usually developed by themselves and approved by principles with consulting regional diagnostic centers.

While developing psychologist’s yearly plans they should pay attention to the following parts:
1. Psychological ideology
2. Psychological prophylactics
3. Psychological diagnostics
4. Improvement of psychologist’s correction styles
5. Psychological advice
6. Preparation for family life and occupation

In orphanages, psychologists work consists of the following:
- Working in collaboration with teachers, defectologists, principles and others;
– Improve their knowledge on new psychologic-diagnostic methods and develop their skills systematically;
– Be attentive, creative, responsible, administrative, emotional indifference, patient, and at the same time they should have speaking skills;
– Should be able to respect other people’s ideas, defend human rights.

How to solve the problem with aggressiveness?

How can we help people who are aggressive?

If we can answer these questions, we will help the learners of orphanages’ to cope with aggressiveness. In order to get sufficient results we should think about following things:

1. We must find out the reasons for being aggressive among children.
2. We should talk to the problematic children individually, and ask their opinion about aggressiveness (Sometimes children behave aggressive because they don’t know how to behave well).
3. Instead of showing and telling them how to behave we should involve them in different activities.
4. We should teach them how to behave in different situations. When they are angry they should do following things: count till ten, jump, to squeeze something hard, breathe deeply and sometimes let them shout.

During experimental period we studied learners’ personality we observed some negative psychological characteristics like lack of self-esteem, self-competence, pessimism, shyness and de-motivation in learners. It is important to help these learners and solve their psychological problems.

During the research on children of orphanages lots of educational and moral works have been done. These works can be seen in the list below:

1. It is the base of their daily life;
2. Design educational process basing on the knowledge and skills of the learners, adding extra information about national heritage while designing the courses;
3. While designing different educational and extra class activities we should consider learners’ interests, abilities and needs;
4. Paying attention to modern social, economical and cultural information and implementing them into the syllabus and the lessons;
5. Organizing extra class activities together with children and involving learners to conduct them themselves.

We can divide mentioned above activities into different types:

1. Activities that are organized in higher educational institutions (lectures, practical lessons, conferences, meetings, conversations, parties, round table discussions and etc);
2. Activities that are organized among higher educational institutions (contests, sport games, conferences, discussions and etc);
3. Republican events (Forums, festivals, conferences, and etc);
4. International activities (expeditions, summits, and etc);

While choosing materials for them we should pay attention to the following criteria:

1. Psychologically suitableness of the activities to learners of orphanages;
2. Learners personal abilities, feelings, backgrounds and their implementation to the life;
3. They should cover all sides of cultural and moral education;
4. Possibilities of improving learners’ skills and abilities;
5. Truthfulness, reliability and historically approve ness;
6. The place in teaching customs and traditions;
7. They should fulfill and improve the knowledge that students gain during lessons.

While educating students morally we should take into consideration their age and abilities. We found out some positive characteristics learners. They are:

1. In learners of kindergartens we noticed frankness, hard-working ability, patience, kindness, punctuality and respectfulness in their character.
2. In learners of primary schools we noticed honesty, cleverness, hard working ability, kindness, patience, loyalty, hospitality, sociability, respectfulness, punctuality, respectfulness, creativeness, braveness, and frankness. They always try to do works in order, keep their promise, love their fatherland and can reflect themselves honestly.
3. In learners of secondary schools we observed frankness, honesty, kindness, patience, respectfulness, truthfulness, punctuality, creativeness, braveness, hospitality, sociability, cleverness, responsibility, reliability, confidences, loyalty, self awareness and good behavior.
4. In learners of high schools we observed frankness, honesty, kindness, patience, respectfulness, truthfulness, punctuality, creativeness, braveness, hospitality, sociability, cleverness, responsibility, reliability, seriousness, confidence, leadership skills, loyalty, self awareness and good behavior. They respect families, take care about their friends and relatives, can analyze their own knowledge and their own studying, and can control their own behavior.

Basing on above mentioned negative and positive characteristics we can say while educating learners of orphanages we should be aware of teaching them how to work with different people and how to behave in society. At the same time, it is crucial to explain them not to do harmful things for the society. Having educational and moral activities help students to understand rules of the society and its behavior. While participating in different activities and events they learn to survive in the society.

In preparing learners of orphanages to the social life we should introduce them housekeeping skills, like buying essential things for home, learning how to use them. While having experiments we used special socio-pedagogical function on teaching above mentioned things. Learners were introduced: 1) furniture (living room and bedroom), 2) kitchen tools, 3) electrical tools, 4) construction, and gardening tools. Most of them knew about using purposes of furniture, but they didn’t have enough knowledge on using construction and gardening tools. From this we can say that we should take into the consideration of teaching household skills to the learners and design working plans according to this need. This gains by the following ways:

1. Types of pedagogic function:
   - Conversations;
   - Questions and answers;
   - Mini-lectures;
   - Meetings;
   - Contests;
   - Discussions;
   - Debates;
   - Trainings.

2. Methods of pedagogical functions:
   - Retelling;
   - Give examples;
   - Demonstrating;
   - Practical classes;

3. Ways of pedagogical functions:
   - Speech;
   - Example;
   - Interaction;
   - Information about family and family life;
   - Special literature, course books and manuals;
   - Mass media;
   - Aids.

In conclusion, we can say that doing research on preparing students of orphanages to social life gives us an opportunity to prepare our learners effectively to real life. It also gave them opportunity to gain knowledge on social life by having trainings, discussions, mini researches and contests at their orphanages.

References