

**EDUCATION - UPBRINGING AND PSYCHOLOGY OF CHILDREN IN A NURSING
HOME**

Ziyodullayeva Sarvinoz Shamsiddin qizi

University of Economics and Pedagogy Teacher

Namozova Barchinoy Baxodir qizi

2nd year student at the University of Economics and Pedagogy

ABSTRACT: This article is about children living in orphanages in our newspaper and the history of their arrival here. Currently, it will be clearly explained about the impact on education and legal psychology. We will consider the opportunities and conditions for such children in the Republic of Uzbekistan.

Key words: Mercy home, children, education, psychology, pedagogue, parents, sick influence, society.

The current state of orphanages and the problems that their residents face when leaving them attract the attention of many experts. The reason for this is that after leaving the orphanage, graduates become "strangers" in society. They do not feel like other normal members of society, they do not feel that they are accustomed to normal social contacts and relationships. Because it is precisely in the psyche of children in orphanages that there is a feeling of sadness and loneliness. They are properly educated, seeing them all as equals, and are taught not to discriminate, not to isolate in the process of communicating with their peers, and the idea that one day they will be taken away by their parents or those who replace them is explained by the teachers of the schools where the children study. But I think all this is until the children reach adulthood and develop the concept of "I". And in confirmation of this idea, I would like to say that every child experiences 3 types of autonomy during adolescence. Adolescent autonomy is much more difficult for children in foster care than for children with parents, and it is a pity that there are children among them who have not been able to come out of this shell. In spatial autonomy, these children are influenced by the environment, do not trust anyone in a depressed state, only feel guilty about themselves, waiting for their father or mother or perhaps some relatives to come looking for them, and in some cases they even try to escape from the foster care, and knowing that this is useless, they become depressed. In emotional autonomy, the only people who can encourage them are the encouragement of their friends, the fact that the children around them are taken away by their families at some point, and the motivations and motivations of the people who provide education. The conditions created by our President encourage them to live, to live in the attention of the whole nation, even without parents. They are increasingly confident that they can work on themselves, take a step towards a better life.

Orphanages create conditions for raising, educating and preparing children for independent life. The network of Orphanages in the Federation of Uzbekistan includes: Orphanages for preschool (3-7 years), school (7-18 years) and mixed-age children, as well as family Orphanages. Educational work is based on general psychological and pedagogical foundations, an individual and personal approach to each student. Children are involved in creative, sports and labor activities. The style of upbringing in an Orphanage is determined by teachers and educators. Orphanage graduates can return to their parents, continue their education in vocational education institutions and start working. Orphanages are, first of all, children who, for various reasons, are left without parental care. The social status of the development of a boarding school pupil is

determined by special living conditions, which are characterized as social upbringing. Scientists and practitioners identify the shortcomings of social upbringing that negatively affect the mental development of children:

1. Incorrect organization of communication between adults and children: children in orphanages communicate not only with other children, but also with older people, that is, family members, due to improper organization of communication, which affects the psychology of the child, his interests fade away, and on the contrary, fears begin to enter his life.
2. Insufficient psychological and pedagogical training of teachers; this creates a problem in the upbringing of children, that is, the upbringing of children in orphanages is in the hands of psychologists, who do not have the right to make mistakes, because the foundations of society can be undermined. We ask that ordinary educators feel a stronger sense of responsibility.
3. Raising and educating children according to programs that do not compensate for developmental defects due to the absence of a family; children without a family are necessarily in a depressed state. In this case, psychological and cognitive processes can change dramatically, and behavioral and psychological defects begin to appear. Qualified staff in a nursing home should work with children individually in these cases.
4. An undivided approach to children in the process of education and upbringing; if children do not hesitate to ask questions that interest them, then there must be a correct approach, regardless of what their questions are.
5. The poverty of specific emotional experiences is the basis of relationships with children, their environment, which is too narrow; successful individuals. People with a high level of emotional experience better understand their feelings, know how to manage them, and communicate more effectively with others.

To eliminate the identified problems, a conscious systematic approach to the upbringing of independence is required. Employees of institutions for orphans and children left without parental care should encourage students - future graduates - to develop social competence, form the skills necessary for independent living, develop the ability to see life prospects and make responsible decisions. They need to be taught to set goals and be responsible for their implementation, give more independence, sometimes explain what result can be achieved after each step, and sometimes provide complete independence.

Work in a children's home should be aimed at forming:

- a positive attitude towards people;
- the need for work as a way of life;
- the ability to make choices, make decisions and be responsible for them (active life position);
- the ability to live in social space (to act within the law, to know rights and methods of their implementation, to be ready to fulfill civic obligations as a citizen).

CONCLUSION

Thus, the pedagogical process in a modern House of Mercy should be supplemented as soon as possible with adequate psychological support and support for students. This will significantly increase the level of development of their personality and subsequent social adaptation.

educational and upbringing changes, worldviews, opportunities. And they will join the ranks of mature people.

References:

1. (74Olimov L.Ya, Baratov Sh. R. Абезов О.Р. Psixologiya nazariyasi va tarixi. Darslik. "O'zbekiston faylasuflari milliy jamiyati" nashriyoti. Toshkent. 2019. -B. 494.
2. (71 Olimov L.Ya. Xulqi o'gishgan bolalar psixologiyasi. Darslik. Buxoro, "Durdona". 2019. – 460)
- 3.(73 Olimov L.Ya. Shaxs psixologiyasi. "Durdona" nashriyoti. Buxoro. 2019. -B.