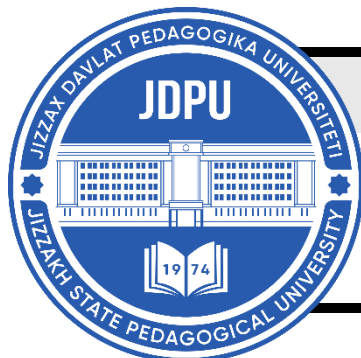


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**PEDAGOGICAL PREPARATION OF CHILDREN OF FAMILY CHILDREN'S
HOMES FOR FAMILY LIFE IS UNDER STATE ATTENTION*****Khojiakbar Aslitdinovich Muhamadiyev****Independent student of the National Institute of Educational Pedagogy named after Kori Niyazi*Email: mukhamadiyev-khojiakbar@mail.ru*Uzbekistan, Tashkent***ABOUT ARTICLE****Key words:** Adoptive parents, adoptive parents, training center, training course, curriculum, academic hours, advocacy, campaign, sample certificate, Family Code.**Received:** 16.03.25**Accepted:** 18.03.25**Published:** 20.03.25**Abstract:** It is one of the important factors for the active integration of children from family orphanages into society and their equal status with other individuals. Today, as a result of various promotional activities carried out in our society, the role of a social approach towards children from family orphanages is gradually but steadily strengthening.

This article provides information on the procedure for organizing the training course for adoptive parents and adoptive parents, the main tasks of the course, directions for preparing children of family orphanages for family life, pedagogical features and forms of preparing for family life.

Introduction

Supporting children from orphanages in all aspects from childhood, creating the necessary conditions for them to receive education, acquire vocational skills, and actively integrate into societal life has been one of the constant and important directions of our country's social policy. In particular, the formation of the most appropriate behavioral model in personal, family, social life, and work activities through upbringing, as well as creating a corrective and developmental educational environment necessary for the socio-emotional

development and the formation of life skills of students, constitutes the primary tasks of specialized educational institutions operating in our country.

One of the key factors for the successful integration of children from orphanages into society and their elevation to equal status with others is the support they receive. By today, as a result of various awareness-raising and advocacy campaigns being carried out in our society, the social attitude toward children from orphanages is gradually, albeit slowly, strengthening. However, it is impossible to ignore the fact that certain misconceptions about their rights and needs related to starting a family, having children, and raising them (such as difficulties in starting a family, inability to raise their own children, etc.) still persist. At the same time, it is somewhat difficult to say that all families raising children from this category possess sufficient knowledge and skills to prepare their children for future family life. According to the systematic approach model for preparing children from orphanages for family life, education and upbringing are integral components of organizing their life path.

Assisting them in a family environment, encouraging them to make independent decisions in various life situations and to consciously carry out certain actions (motivation), is proving in practice to yield positive results. The pedagogical potential of educational institutions, their methodological and material-technical base, and other similar resources, when effectively utilized, play a significant role in the work carried out with families raising children from this category (parents, their substitutes, and other family members). This work holds particular importance.

Materials and methods

In the Decree of the President of the Republic of Uzbekistan on measures to further improve the system of social protection of children[1], the requirement for a family orphanage to be established by a complete family consisting of a husband and wife has been abolished. Additionally, citizens of the Republic of Uzbekistan who have reached the age of 30 are now permitted to establish family orphanages.

Furthermore, the National Agency for Social Protection under the President of the Republic of Uzbekistan has determined that, starting from January 1, 2025, the training of candidates who have expressed a desire to adopt orphans and children deprived of parental care, as well as foster parents, will be organized and coordinated by the Center for Advanced Training of Social Protection System Personnel.

To ensure the implementation of the aforementioned decree, the Cabinet of Ministers adopted a resolution on December 27, 2024, regarding measures to further improve the system

of social protection of children. Annex 7 of this resolution establishes the Regulations on the Procedure for Organizing Training Courses for Adoptive and Foster Parents. According to these regulations, the process of organizing preparatory courses may involve other organizations and their specialists providing services to families and children, staff who have completed specialized training courses, as well as sector experts and experienced foster parents. Candidates are to be trained according to an educational program of up to 72 academic hours, but not less than 48 academic hours, without being removed from their jobs. The maximum workload is set at 36 academic hours per week. Additionally, candidates establishing family orphanages are required to undergo an additional 12 academic hours of training.

Candidates are trained in preparatory courses based on an agreement concluded with the Center. In this regard, attending preparatory courses is organized as follows:

- Free of charge for candidates or foster parents who are taking or have taken a child into family care (patronage);
- For candidates adopting a child, the training is conducted at a cost equivalent to one times the base calculation amount;
- For candidates establishing a family orphanage, the training is conducted at a cost equivalent to two times the base calculation amount.

Additionally, according to the resolution, the following are considered the main tasks of the preparatory courses:

- Developing candidates' knowledge and practical skills in child psychology, pedagogy, and health care;
- Familiarizing candidates with the legal foundations of protecting children's rights and lawful interests;
- Informing candidates about their rights and responsibilities;
- Enhancing candidates' parental competencies related to raising, caring for, safeguarding the health of children, and creating favorable conditions for their social adaptation, education, and comprehensive development;
- Assessing candidates' readiness to take a child into their family, assisting them in choosing the form of family placement, and helping them understand potential challenges and difficulties they may encounter during the process of raising and developing the child;
- Introducing candidates to the changes that may occur in the family after a child is placed, as well as effective methods for ensuring the child's adaptation.

The resolution also outlines the forms of education. According to it, the educational process of the preparatory courses can be organized by the Center in online, offline, or blended formats.

Training sessions in the preparatory courses are conducted interactively through lectures, seminars, practical exercises, independent study, field sessions, and experience-sharing activities.

The duration of one academic hour is 80 minutes for offline sessions and 60 minutes for online (synchronous) sessions.

In accordance with the curriculum and program of the preparatory courses, sessions may also be organized asynchronously. In this case, candidates are required to independently complete the asynchronous training sessions within the timeframe specified in the curriculum and program of the preparatory courses.

To ensure the quality of the preparatory courses and the effectiveness of the specialists involved in delivering knowledge to the candidates, the Center conducts continuous monitoring. Pre- and post-training assessment tests are administered to candidates, and the results are analyzed accordingly.

Result and discussion

At the end of the preparatory course, final assessment tests are conducted to evaluate the level of knowledge acquired by the candidates. A candidate who scores 60 or higher is considered to have successfully completed the preparatory course and is awarded a certificate in accordance with Annex 2 of these Regulations.

If a candidate who has received a certificate of successful completion of the preparatory course does not take a child into care within three years, they are required to retake the preparatory course in accordance with the procedure established by these Regulations.

Social adaptation is a complex phenomenon that occurs simultaneously at three levels: societal, familial, and individual-personal. The adaptation of individuals to modern realities depends not only on their personal socio-demographic characteristics (health status, family situation, social needs) but also on the support of social institutions such as the state, family, social services, and public organizations.

The factors mentioned above further emphasize the role and importance of education as one of the key social institutions in preparing children from orphanages for family life, shaping, and developing their personalities.

From this perspective, preparing children from orphanages for family life should focus on the following areas:

1. Moral and Ethical Aspects of Family:

- Emphasizing the family as a pillar of society, embodying high moral and ethical values, and instilling the understanding that the family itself is one of these values.

2. Legal and Organizational Aspects of Family:

- Highlighting that starting a family is a fundamental right and freedom of individuals and citizens, protected and encouraged by the state.

- Introducing the basic principles, rules, and requirements of the *Family Code*, key concepts of marriage, and the comprehensive support provided by the state to families in need of special social protection.

3. Psychological Aspects of Family:

- Ensuring the psychological stability of the family by fostering mutual understanding between men and women, encouraging empathy in various situations, maintaining respect in family communication and relationships, and jointly seeking easy and convenient ways to resolve conflicts in a mutually beneficial manner.

4. Physical and Hygienic Aspects of Family:

- Educating about the unique physiological characteristics of men and women, the physiological, psychological, and medical aspects of sexual relationships, and ensuring that sexual life aligns with socially accepted moral norms.

- Providing basic knowledge about family hygiene, pregnancy, and child-rearing.

5. Economic Aspects of Family:

- Cultivating a positive attitude toward work, developing entrepreneurial and thrifty habits, and forming initial concepts and skills for establishing and strengthening the economic foundations of the family.

These directions are essential for equipping children from orphanages with the knowledge and skills necessary for successful family life.[4]

In preparing children from orphanages for family life, regardless of their physical condition, it is appropriate to cultivate the following qualities:

The ability to establish and maintain long-term relationships;

Finding a balance between trust, intimacy, and independence;

Living harmoniously with loved ones and actively supporting their own family community;

Fulfilling various family roles (as a child, sibling, or parent);

Finding ways to meet their own needs without conflicting with the interests of others, and aligning them with the desires of those around them.[5]

In conclusion, it is worth noting that if parents set an example through their behavior in raising children, and if shared interests are formed between parents and children, sincere, mutually agreed-upon, and loving relationships will emerge within the family. Additionally, if national, cultural, and educational values are instilled in the family and tied to its most important traditions, and if family members are raised on the basis of these relationships and traditions, the children in such families will grow up to be responsible citizens who contribute to both society and their own families.

Today, in preparing children from orphanages for family life, the opportunities provided by education, particularly through training courses for adoptive and foster parents, are broader compared to other social institutions. The quality and effectiveness of this process are closely tied to the implementation of systematic measures based on specially developed programs in active collaboration with other institutions. In our view, the training courses for adoptive and foster parents create a foundation for properly directing existing opportunities and effectively implementing educational programs aimed at preparing children from orphanages for family life.

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