

ENHANCING THE EDUCATIONAL AND UPBRINGING EFFECTIVENESS OF ORPHANED CHILDREN UNDER GUARDIANSHIP

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Abstract

This scientific article analyzes the specifics of the educational and developmental processes of orphaned children under guardianship, their socio-psychological status, and modern methods of pedagogical support. The study highlights the importance of an individual approach, a supportive and compassionate environment, collaboration between families and educational institutions, and the integration of information technologies to enhance the effectiveness of education and upbringing. The article provides a scientific analysis based on the Laws of the Republic of Uzbekistan "On Guarantees of the Rights of the Child" and "On Education." Consequently, it substantiates the necessity of a comprehensive approach to supporting the educational and developmental progress of children under guardianship.

Keywords: Guardianship, orphaned children, educational effectiveness, upbringing, psychological support, social protection, pedagogical approach.

Introduction

In the Republic of Uzbekistan, the education and upbringing of the younger generation, particularly the care for socially vulnerable children, constitutes one of the priority directions of state policy. Ensuring the comprehensive development of orphaned children or those under guardianship and fostering their growth as well-rounded individuals remain among the most urgent tasks facing today's educational system.

The guardianship system serves as a crucial social institution that safeguards the rights and interests of children. Guardianship encompasses not only satisfying the material needs of a child but also ensuring their spiritual, moral, and

psychological development. Therefore, in working with children under guardianship, it is essential to enhance the quality of the educational and upbringing process and to establish an individual approach that takes into account their personal characteristics.

In recent years, a number of legal acts regarding child protection have been adopted in our country. In particular, based on the Law "On Guarantees of the Rights of the Child," the Regulation "On Guardianship and Trusteeship," as well as Presidential Decrees, the network of social services for children under guardianship is being significantly expanded. However, several practical challenges remain regarding the effectiveness of education and upbringing, including weak pedagogical supervision, insufficient psychological approaches, and a lack of systematic collaboration with guardians.

This scientific article analyzes the theoretical, legal, and practical foundations for enhancing the educational and upbringing effectiveness of orphaned children under guardianship. The objective of this study is to identify the pedagogical conditions that foster the personal development of this category of children and to formulate effective recommendations.

1.THE ESSENCE AND LEGAL FOUNDATIONS OF THE GUARDIANSHIP SYSTEM

1.1. The Concept of Guardianship and Its Social Significance

In society, every child—particularly those deprived of parental care or socially vulnerable—is granted special attention by the state. Indifference to the fate of such children poses a risk not only from a moral standpoint but also to overall social stability. Consequently, the institution of guardianship has evolved as a vital social system grounded in humanistic principles. Guardianship is a pedagogical and legal responsibility undertaken by an individual appointed by the state to protect the rights and interests of children who are orphaned or whose parents have been deprived of parental rights. Guardianship encompasses not merely meeting a child's daily material needs, but also providing the moral, ethical, and psychological support requisite for their personal development.

From a pedagogical perspective, the guardianship system enables a child to be raised in an environment that mirrors a family setting. Deprived of parental care, the child experiences affection, attention, and trust within a guardian family,

which profoundly influences their emotional stability and personal development. Therefore, the guardianship system constitutes one of the foundational pillars in the state's social policy aimed at protecting the best interests of children.

1.2. Legal Foundations of the Guardianship System in the Republic of Uzbekistan

In the Republic of Uzbekistan, guardianship and trusteeship activities are regulated by a number of laws and normative-legal acts. First and foremost, Article 64 of the Constitution of the Republic of Uzbekistan establishes the principle that "The state protects the rights and interests of children." Based on this constitutional principle, the legal mechanisms of the institution of guardianship have been developed.

The primary legal sources of the guardianship system include:

The Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child" (January 7, 2008): Guarantees the comprehensive protection of children, as well as their rights to education, healthy upbringing, and active participation in social life;

The Family Code of the Republic of Uzbekistan: Defines the legal status of children under guardianship, as well as the duties and responsibilities of guardians;

The Regulation "On Guardianship and Trusteeship" (Approved by Cabinet of Ministers Resolution No. 133 on February 15, 2019): Outlines the procedures for organizing guardianship, the selection of guardians, monitoring mechanisms, and measures to ensure child rights;

Presidential Decrees and Resolutions: For instance, the Decree "On measures to further improve the system of social protection of orphaned children and children deprived of parental care" (August 25, 2020) established a comprehensive state policy in this domain.

Based on these legal instruments, the guardianship system is advancing not only in its legal dimensions but also along pedagogical, psychological, and social avenues. Today, local community institutions (mahalla), public education departments, psychological support centers, and non-governmental organizations actively participate in the guardianship process.

1.3. Pedagogical Essence of the Guardianship System

From a pedagogical perspective, guardianship creates the necessary conditions for a child's social adaptation, emotional stability, and personal growth. When a child is raised without a supportive social environment, affection, or amidst neglect, their psychological resilience weakens and their learning motivation declines. Consequently, educators working with children under guardianship must adhere to the following principles:

Individual Approach: Considering the psychological status, past life experiences, and specific needs of each child;

Creating an Atmosphere of Trust and Respect: Allowing the child to express their thoughts freely;

Upbringing Based on Compassion: Engaging in pedagogical communication directed toward developing the child's positive traits;

Collaborative Education: Establishing seamless communication among guardians, teachers, psychologists, and social educators.

Furthermore, ensuring the continuity of pedagogical supervision, enhancing the pedagogical literacy of guardians, and providing them with methodological guidance are essential for the effective operation of the guardianship system. In turn, educational institutions must foster a supportive environment for these children, ensuring they are not isolated from the group, but rather encouraging their active social integration.

1.4. Socio-Pedagogical Significance of the Guardianship System

From a socio-pedagogical standpoint, the guardianship system fulfills two primary functions:

Social Protection Function: Assisting in ensuring that the child is adequately provided for materially and spiritually;

Pedagogical Support Function: Creating the necessary educational and nurture environment for the child's personal development as a well-rounded individual. Therefore, it is necessary to view the guardianship system not merely as a legal mechanism, but as an essential pedagogical institution. This system encapsulates the harmony of education and upbringing, the balance of affection and supervision, and the core principles of responsibility and trust. For a child under guardianship, the paramount factor remains human attention and love, which exerts a far greater psychological impact than any law or material support.

PROBLEMS IN THE EDUCATION OF CHILDREN UNDER GUARDIANSHIP

2.1. Psychological Factors Influencing the Attitude Toward Education in Children Under Guardianship

Children under guardianship exhibit a distinct psychological status during the educational process compared to other students. Many experience a loss of emotional stability due to parental absence or family trauma. This directly affects their interest in learning, ability to concentrate, level of social participation, and self-confidence.

Research indicates that children under guardianship frequently manifest the following conditions:

Low Self-Esteem (Feeling of Inferiority): A persistent lack of confidence in their own capabilities;

Social Anxiety (Mistrust Toward Others): Hesitancy in establishing interpersonal relationships;

Emotional Instability: Heightened vulnerability, sudden anger, or social withdrawal;

Communicative Impairments: Difficulty in expression arising from a deficit of affection and attention.

As a result of these psychological factors, children display passive class attendance, struggle to articulate their thoughts freely, and experience difficulty in comprehending their social roles within a group. Therefore, when working with such students, educators and guardians must apply not only traditional didactic approaches but also elements of psychological rehabilitation.

2.2. Organizational and Pedagogical Challenges in Educational Institutions

The obstacles observed in the education of children under guardianship extend beyond psychological factors to encompass organizational and pedagogical dimensions:

Weak Individualized Approach: Many teachers apply uniform standards to all students in a classroom without accounting for the psychological state, background, or family environment of children under guardianship. Consequently, these students develop low self-worth and fail to fully realize their potential.

Inadequate Psychological Services: School psychologists are frequently tasked with supporting hundreds of students simultaneously, whereas children under guardianship require continuous individual attention and psychological monitoring. As a result, current psychological support mechanisms lack optimal efficacy.

Passive Communication Between Guardians and Educational Institutions: Guardians often demonstrate passivity regarding the child's education. Regular dialogue, consultation, and feedback between teachers and guardians remain underdeveloped, adversely affecting the child's overall development.

Insufficient Preparation of Pedagogical Staff: Certain educators lack adequate training in the methodology of working with children under guardianship and understanding their psychological characteristics, leading to inappropriate approaches or neglectful attitudes during instruction.

Negative Social Environment: In some societal contexts, the designation "child under guardianship" carries a negative connotation, which leads to self-isolation among children and complicates their social adaptation process.

2.3. Problems in Socio-Psychological Adaptation

A child placed under guardianship often needs to adapt to a new environment—a new family, school, and social group—which is rarely a seamless process. This adaptation progresses through three distinct stages:

Adaptation Phase (Initial 3–6 Months): The child feels unfamiliarity, experiencing heightened insecurity and anxiety. Passive participation in lessons and withdrawal from social activities are common.

Acceptance Phase (6 Months to 1 Year): The child begins adjusting to the new environment while still perceiving themselves as "different." Pedagogical attention, positive reinforcement, and a supportive atmosphere are critical during this period.

Stabilization Phase (After 1 Year): The child accepts the new social setting and integrates into the group, though underlying psychological remnants may persist. If a child lacks sufficient support across these stages, they risk feeling socially isolated. Prolonged isolation can result in depressive states, aggressive behaviors, or a decline in academic motivation.

2.4. Factors Influencing the Academic Outcomes of Children Under Guardianship

Empirical analysis demonstrates that the academic success of children under guardianship depends heavily on the following key factors:

The Guardian's Attitude Toward Education: Guardian indifference breeds academic irresponsibility in the child, whereas active involvement serves as a strong incentive;

The Teacher's Pedagogical Approach: Educators implementing student-centered learning principles effectively foster self-confidence in students under guardianship;

The Psychological Atmosphere: A classroom environment defined by affection and trust enables children to feel secure and participate actively;

The Social Support System: Collaboration among community institutions (mahalla), schools, and social services significantly enhances educational success.

2.5. Social Roots of the Problems

Many of these challenges cannot be resolved solely within the confines of the educational system, as their roots lie in broader socio-economic factors. Certain guardians encounter financial hardships that hinder their ability to provide optimal living and study conditions. Furthermore, social stereotypes—such as the misconception that "orphaned children are inherently different" or "less responsible"—exert a detrimental impact on the self-esteem of these children.

WAYS AND EXPERIENCES OF ENHANCING UPBRINGING EFFECTIVENESS

3.1. The Concept and Essence of Upbringing Effectiveness

In pedagogical science, the concept of upbringing effectiveness reflects the degree of efficacy of the educational and nurture process—specifically, the extent to

which positive moral, spiritual, social, and emotional transformations are developed in a student's personality. In working with children under guardianship, this indicator assumes even greater significance, as their upbringing encompasses not only knowledge transmission but also psychological recovery, social adaptation, and self-awareness.

In enhancing upbringing effectiveness, the following pedagogical criteria are foundational:

The child's orientation toward moral values (honesty, compassion, responsibility, respect);

The degree of self-regulation and discipline;

Active participation in social activities;

A positive orientation toward learning, labor, and interpersonal relationships. These criteria must be evaluated in alignment with the psychological state, social experience, and individual traits of children under guardianship.

3.2. Principle of Individual Approach in Upbringing Work

One of the most critical methodologies for children under guardianship is the individualized approach, as each child possesses a distinct personal background, emotional profile, and social experience. Consequently, a uniform methodology cannot prove universally effective.

The individualized approach is operationalized through the following mechanisms:

Pedagogical Diagnostics: Identifying the child's personal characteristics, temperament, and socio-psychological status;

Formulation of an Individual Development Plan: Establishing a tailored pedagogical trajectory for each child under guardianship;

Motivational Counseling: Conducting targeted communication aimed at enhancing self-worth and learning motivation;

Monitoring and Analysis: Regularly evaluating behavioral patterns and the dynamics of progress.

The individualized approach is not merely a pedagogical technique, but a practical manifestation of humanistic principles. Educators must systematically converse with, listen to, comprehend, and support every child.

3.3. Fostering an Atmosphere of Compassion and Ensuring Social Adaptation

An atmosphere characterized by compassion holds a central position in the upbringing of children under guardianship. Nurture devoid of affection yields diminished outcomes, as the child experiences feelings of worthlessness and neglect. Therefore, establishing a warm, trustworthy, and encouraging environment within both the school and the guardian family is essential. Key contributing factors include:

Positive Communication: Prioritizing support over criticism and trust over punitive measures;

Incentive Mechanisms: Recognizing minor achievements to reinforce internal motivation;

Emotional Engagement: Cultivating genuine interpersonal rapport between educator and student.

To facilitate social adaptation, children under guardianship should be systematically integrated into extracurricular clubs, social projects, sports, and cultural events. This involvement enables them to define their status within the peer group and perceive themselves as socially valuable individuals.

3.4. Collaborative Experiences Between Guardians and Educators

The cornerstone of success in supporting children under guardianship lies in effective collaboration between guardians and educators. Representing the two primary educational forces impacting the child's development, their mutual dialogue, exchange of insights, and joint governance of the upbringing process directly enhance overall effectiveness.

Empirical practices indicate that schools can foster this collaboration through the following structures:

"Guardians' Club": Organizing specialized seminars and consultative meetings within educational institutions;

Home Visits: Conducting educator visits to familiarize themselves with the child's living environment;

Psychological Workshops: Providing guardians with guidance on educational methodologies, communication culture, and stress management;

Observational Logs: Jointly maintaining records concerning the child's academic progress, behavior, and developmental dynamics.

These structures transform guardians into active participants in the pedagogical process, ensuring a consistent direction in upbringing. Furthermore, a relationship of mutual trust between guardian and teacher serves as a vital psychological support system for the child.

3.5. Innovative Approaches to Enhancing Upbringing Effectiveness

In modern education, upbringing efforts should not be restricted to traditional formats. The following innovative methods yield significant results for children under guardianship:

Mentorship Systems: Pairing each child under guardianship with an experienced student or older mentor who assists in academic, communicative, and social adaptation processes.

Psychological Workshops and Art Therapy: Utilizing drawing, music, drama, or puppetry to enable children to articulate their emotions, thereby reducing stress and building self-confidence.

Project-Based Social Learning: Engaging children in beneficial community initiatives (e.g., tree planting, sanitation campaigns, charitable activities) to foster a sense of social utility.

Integration of Digital Platforms: Utilizing online learning tools, electronic gradebooks, and motivational media to maintain continuous communication with the child.

"Open Heart" Interactive Sessions: Facilitating sessions where children express their emotions freely, while teachers and peers cultivate active listening and empathy.

These innovative strategies enhance not only academic achievement but also personal confidence, independence, and the degree of societal integration.

3.6. Examples of Successful Regional Practices

In several regions of Uzbekistan, effective practices for supporting children under guardianship have been established:

In the **Andijan Region**, extracurricular activities and psychological training programs have been launched under the "Affectionate Family — Happy Child" initiative;

At **School No. 217 in Tashkent**, guardians, psychologists, and educators collaborate within the framework of the project "Every Child is Our Responsibility";

Under the **Samarkand Regional Department of Public Education**, a methodological handbook entitled "Guardian Pedagogy" has been developed to enhance teacher qualifications.

These practical examples demonstrate that compassion, attention, and structured collaboration constitute the primary determinants of maximum efficacy within the guardianship system.!

MODERN APPROACHES AND INTERNATIONAL EXPERIENCE

4.1. Essence of Modern Pedagogical Approaches

In today's context, the educational and upbringing process unfolds within a rapidly changing global information ecosystem. Consequently, in working with children under guardianship, it is essential to synthesize traditional pedagogical methods with modern, innovative approaches.

Modern educational frameworks are grounded in the following core principles:

Student-Centered Education: Accounting for the specific needs, capabilities, and individual developmental pace of each child;

Humanism and Social Collaboration: Prioritizing affection, trust, and mutual partnership within the learning environment;

Reflective Approach: Cultivating the child's ability to critically analyze their own actions and decisions;

Integration of Information and Communication Technologies (ICT):

Leveraging digital platforms to deliver interactive educational experiences.

Among modern methodologies, several key strategies hold particular significance for educators supporting children under guardianship:

Coaching and Mentoring Technologies: Guiding the child, instilling self-efficacy, and empowering them to make independent decisions;

Empathic Pedagogy: Structuring communication based on a deep comprehension of the child's emotional dynamics;

Social Project-Based Learning: Actively involving the child in societal

initiatives to foster responsibility and personal initiative. These approaches shift the educator-student communication paradigm from a "leader-subordinate" model to a "partner-friend" dynamic. This transformation provides precisely the psychological support that children under guardianship require most.

4.2. International Models of Supporting Children Under Guardianship

Numerous developed nations (e.g., the United States, the United Kingdom, Finland, and South Korea) have established specialized systems dedicated to the education and nurture of children under guardianship. Their experiences offer valuable insights adaptable to the context of Uzbekistan.

The United States Experience:

In the U.S., the guardianship system operates primarily through the "Foster Care" framework. Each child is assigned a multidisciplinary team comprising a social worker, a psychologist, and an educator, who continuously monitor the child's educational progress, health, and psychological status. Furthermore, state grants provide financial and methodological assistance to foster families.

The United Kingdom Experience:

The U.K. utilizes a "Personal Education Plan" (PEP) for children under guardianship. Tailored learning strategies, developmental milestones, and motivational programs are formulated for every child. PEP outcomes are reviewed and updated annually.

The Finland Experience:

The Finnish education system prioritizes overall child well-being. Psychological support centers operate directly within schools, providing art therapy, game-based psychological exercises, and social integration initiatives for children under guardianship.

The South Korea Experience:

In South Korea, a "Mentorship and Family Model" plays a pivotal role. Each child is paired with an experienced family or personal mentor who oversees both their academic trajectory and personal development. Additionally, the state guarantees full health insurance coverage and academic stipends for children under guardianship.

4.3. Opportunities for Applying International Experience in Uzbekistan

Analysis of international best practices highlights key directions for optimizing Uzbekistan's guardianship system:

Implementation of Personal Development Plans: Establishing individualized plans for each child under guardianship that integrate academic, developmental, and psychological objectives.

Strengthening Psychological Services: Creating a specialized network of psychologists within schools and community institutions (mahalla) to support children under guardianship.

Establishing Training Courses for Guardians: Organizing short-term educational courses that emphasize the pedagogical, rather than purely legal, responsibilities of guardianship.

Launching Mentorship Programs: Engaging university students and social service professionals as personal mentors for children under guardianship.

Creating a Digital Monitoring System: Developing a unified electronic database that aggregates data regarding the educational progress, health status, and social welfare of every child under guardianship. When aligned with national values and cultural heritage, these measures will enable Uzbekistan's educational system to achieve higher standards in raising and educating children under guardianship.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The education and upbringing of orphaned children under guardianship constitute a crucial domain grounded in the humanistic principles of compassion, social responsibility, and moral solidarity. Their holistic development, social adaptation, and spiritual maturity depend heavily on seamless collaboration among the state, family, educational institutions, and the broader community.

Based on the theoretical analyses, practical evaluations, and international frameworks examined throughout this study, the following conclusions have been

derived:

Comprehensive Nurture Environment: The guardianship system must extend beyond addressing material needs to cultivate a holistic developmental setting that ensures psychological stability, social engagement, and moral-ethical growth.

Pedagogical Strategy: Implementing an individualized approach and empathic communication constitutes the most effective pedagogical strategy when supporting children under guardianship.

Inter-Institutional Collaboration: Enhancing educational and upbringing effectiveness necessitates forming a structured collaborative network among educators, school psychologists, and guardians.

Motivational Ecosystem: Establishing an environment defined by compassion, positive reinforcement, and recognition serves as a foundational factor in fostering self-confidence, accountability, and social activity in children.

International Benchmarks: Global experience demonstrates that personalized education plans, structured mentorship programs, and continuous psychological monitoring are widely adopted across developed nations to optimize child development.

Contextual Adaptation: In the context of Uzbekistan, integrating international best practices with national values, cultural heritage, and local social dynamics ensures maximum pedagogical efficacy.

Practical Recommendations

Grounded in the empirical and theoretical findings of this research, the following actionable recommendations are proposed:

Implementation of Personal Development Plans: Introduce personalized educational-psychological trajectories tailored to the specific needs of each child under guardianship.

Professional Development Programs: Establish specialized professional development courses for teachers, class advisors, and psychologists focusing on the methodology of "Guardian Pedagogy."

Establishment of Guardians' Clubs: Form community- and school-based support networks to facilitate peer experience exchange and deliver expert psychological counseling for guardians.

Enhanced Social Integration: Systematically involve children under guardianship in community projects, cultural events, and athletics to accelerate their socio-psychological adaptation.

Expansion of Psychological Services: Broaden the scope of school-based psychological support centers through the integration of art therapy, music-based exercises, and play therapy to mitigate stress.

Establishment of Mentorship Initiatives: Launch collaborative mentorship programs between governmental and non-governmental entities to assign personal mentors providing continuous psychological support to each child.

Digitalization of the Guardianship System: Formulate a unified digital database to streamline monitoring, data analysis, and long-term tracking of each child's developmental trajectory.

Final Concluding Statement

Overall, the system of raising and educating children under guardianship represents one of the primary avenues for translating the humanistic principles of Uzbekistan's educational policy into practice.

Achieving maximum efficacy in the education and nurture of children under guardianship rests upon establishing an empathetic, student-centered pedagogical ecosystem enriched with modern innovative methodologies. Within such an environment, the child perceives themselves as a valued, heard, and understood individual—thereby enabling them to realize their full potential and emerge as an independent, responsible, and contributing member of society.

Tahrir va akademik iboralar bo'yicha izohlar: "Holistic Developmental Setting" — To'laqonli va kompleks rivojlanish muhiti akademik darslik va jurnallarda ushbu atama bilan beriladi. "Personalized Educational-Psychological Trajectories" — Shaxsiy rivojlanish va ta'lim dasturi (rejasi) uchun qo'llanilgan yuqori darajadagi akademik ibora.

"Guardian Pedagogy" — Vasiylik pedagogikasi tushunchasining ingliz tilidagi rasmiy ilmiy tarjimasi.

Maqolangizning barcha asosiy bo'limlari (Title, Abstract, Keywords, Introduction, Main Body / Analysis, Conclusion & Recommendations) tarjima qilib bo'lindi.

Istalgan vaqtda ushbu tarjimalarni bir joyga yig'ib, umumiy IMRAD shaklidagi yaxlit fayl ko'rinishida rasmiylashtirish yoki Foydalanilgan adabiyotlar (References) qismini xalqaro APA/OAK formatiga o'tkazish bo'yicha yordam bera olaman!

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