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**SELF-ESTEEM OF PSYCHOSOCIAL DEVELOPMENT OF PRESCHOOL
CHILDREN BROUGHT UP IN ORPHANAGES**

Annotation: In this article highlights of self-esteem of psychosocial development of preschool children brought up in orphanages.

Key words: children, orphanages, preschool children.

Since the independence of the Republic of Uzbekistan, our government has begun to take care of the implementation of a strong social protection policy. This care is, of course, a direct link with the attention that is given to the homes of kindness.

Orphanages have been transformed into an educational and educational institution on the principle of state boarding for orphans and children deprived of parental care and family environment and transferred to the state. At the same time, orphanages are provided by the state both socially and economically, spiritually and spiritually, both in terms of direction and principles of the educational system, as well as in terms of the provision of the farm, and in terms of issues of medical care. All their rights are guaranteed by special laws.

Article 39 of the Constitution of the Republic of Uzbekistan states: "Everyone has the right to receive Social Security in case of loss of employment, as well as deprivation of his / her breadwinner and in other cases provided for by law. A combination of words" when deprived of The Breadwinner "is given the meaning" children whose father or mother died". Ba at the same time, from those words it is possible to understand even orphaned children who are deprived of their parents and left without a breadwinner.

Practical experience shows that psychosocial support of orphanages educators is an urgent issue. As important qualities of the educators of children's homes, it is necessary to provide timely assistance to those who need social assistance, to find

in themselves such qualities as self-sacrifice, generosity, humanity, kindness. One of the important traditions in our country is kindness, which is manifested in the following images:

- the care of the team, the support of the army to the sick, the elderly and the underprivileged;

- to provide financial assistance to poor self - sufferers to their underprivileged relatives and neighbors;

- to provide assistance to the elderly and those who have lost their breadwinner by the elder and the neighborhood. The social status of the children's home and school-boarding educators and their psychological characteristics the problem of social protection of children without orphans and parental care is becoming a problem that worries the whole world today. With regard to the problem of formation of personal characteristics and behavior of the child in special institutions, the development of favorable conditions for the placement of the child and its effective form in the development of full-fledged, improving their life, at the same time creating the necessary opportunities for its development in a comprehensive Standard, the issue of ensuring the implementation It is widely introduced the tradition of finding universal institutions that have fallen into difficult life situations not only in Uzbekistan, but also in the Commonwealth countries and creating conditions for the upbringing of children there in the style of the public, their comprehensive development.

Accordingly, the manifestations of the world scientific world were based on the emergence of scientifically proven conclusions about the peculiarities of orphans and children left without parental care as a result of research aimed at studying the majors of the influence of the conditions and lifestyle in which children live in these institutions on their psyche.

In particular, the health of both pedagogical and psychologic correctional activities carried out for the full development of children brought up in institutions such as The Orphanage shows that there are great differences between the health of both pedagogical and psychologic correctional activities carried out with their

peers, which are growing up in the structure of a full family. It is not surprising that regardless of the quality of scientific and methodological approaches in the conditions of social, parental and maternal deprivation, the adaptation of the children graduating from these educational institutions to life and the emergence of specific in the process of effective integration into society. Because, growing up in a full and morally, spiritually mature family, the child acquires moral norms, social roles and relationships, skills of Economic Conduct, skills of upbringing of the next generation, which exist on its floor.

Since 1987 year, a psychologist state has been introduced to children's homes (now orphanages) and boarding schools. This phenomenon implies the recognition that special psychological assistance is needed for the psychological development of children who are brought up outside the family.

The main directions, principles and techniques of the work of a psychologist in orphanages or boarding schools will in many respects be similar to that of an ordinary schoolboy. But at the same time the work of psychologists in these institutions has its own peculiarities. This originality arises, first of all, due to the peculiarity of the educational process in such institutions, and secondly, due to the specificity in the psychological development of children.

It is known that from the very first childhood (1-3 years) children who are brought up in institutions of the boarding type differ from children who are brought up in the family by many psychological characteristics: in some characteristics, children who are brought up in these institutions are more than children in ordinary schools, and even, if they are superior to them, with some unfortunately, such a condition is preserved throughout the school age period. This can be explained by the fact that it is much longer to lag behind in psychological development, occurs as early as in preschool age.

As a result of the fact that the work on its elimination is not carried out at a sufficient level in special institutions, they are further exacerbated in the later age stages. When working in orphanages or boarding schools, the psychologist is required to carry out the following, as indicated in the normative documents: the

work of a psychologist with children left without parental care, as well as in boarding schools, to ensure the psychological full-fledged development of the educators of these institutions, to ensure the development of the personality and social features of, education should be aimed at diagnosing the psychological causes of violations in the process of upbringing and conducting preventive measures to eliminate such violations. Psychologist it is necessary to ensure the progressive formation of the personality of the child by slowing down the impact of the tragedy in the life of the child on the development of the psyche of the child and conducting appropriate psychological techniques.

When we look at all aspects of the professional activity of Social Work, It is clear that working with children without parental care among them has its own characteristics, the obligations of this social worker, the responsibilities of the employee of this profession, bear a special responsibility to the owner of this profession. The parameters of assessing the needs of the child in the development of the orphanage are clearly necessary for its implementation. It is not profitable to rely on foreign experience in this regard. Because the health of the child depends on the conditions created for him, which requires constant control.

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