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**PSYCHOLOGICAL PORTRAIT OF AN ORPHAN CHILD
DURING PROFESSIONAL STUDIES RESEARCH ASPECT
IN THE REPUBLIC OF BELARUS**

**PSYCHOLOGICZNY PORTRET OSIEROCONEGO DZIECKA
PODCZAS EDUKACJI PROFESJONALNEJ W UJĘCIU
REPUBLIKI BIAŁORUŚ**

**ПСИХОЛОГИЧЕСКИЙ ПОРТРЕТ РЕБЕНКА СИРОТЫ
В ПЕРИОД ПРОФЕССИОНАЛЬНОГО ОБУЧЕНИЯ
В АСПЕКТЕ РЕСПУБЛИКИ БЕЛАРУСЬ**

Abstract

A psychological portrait of orphans and children left without parental care reveals in conditions of professionally technical studies. Individual psychological characteristics of children-orphans and children deprived of parental care determined in the emotional, cognitive, mastering field of personality. Various socio-psychological patterns of the personality of orphans and children left without parental care are actualized.

Keywords: *emotional sphere, cognitive sphere, coping strategies, socio-psychological disadaptation, orphans, professionally technical studies*

Streszczenie

Ukazuje się psychologiczny portret sierot i dzieci pozostawionych bez opieki rodzicielskiej w zakresie edukacji zawodowej. Wyznaczono indywidualne cechy psychologiczne sierot i dzieci pozostawionych bez opieki rodzicielskiej w emocjonalnej, poznawczej, radzącej sobie sferach osobowości. Ulepszono różne społeczne i psychologiczne wzorce osobowości sierot i dzieci pozostawionych bez opieki rodzicielskiej.

Słowa kluczowe: *sfera emocjonalna, sfera poznawcza, strategie radzenia sobie, deadaptacja społeczno-psychologiczna, sieroty, edukacja zawodowa*

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Аннотация

Раскрывается психологический портрет у детей-сирот и детей, оставшихся без попечения родителей, в условиях профессионально-технического образования. Определены индивидуально-психологические особенности детей-сирот и детей, оставшихся без попечения родителей в эмоциональной, когнитивной, совладающей сфере личности. Актуализированы различные социально-психологические закономерности личности детей-сирот и детей, оставшихся без попечения родителей.

Ключевые слова: *эмоциональная сфера, когнитивная сфера, копинг-стратегии, социально-психологическая дезадаптация, дети-сироты, профессионально-техническое образование*

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JEL Classification: I 12, I 24, I 30

Statement of the problem in general outlook and its connection with important scientific and practical tasks.

According to the National Statistical Committee of the Republic of Belarus, the number of orphans and children left without parental care identified for the year (including those who were not settled at the beginning of the year) and placed to professionally technical, secondary special education to the state support the period from 2010 to 2015 was 747 children [1]. A significant problem for today is the interaction aspects of the teaching staff with orphans and children left without parental care in conditions of professionally technical studies. A significant factor impeding successful pedagogical interaction is the psychological characteristics of orphans. When the teacher creates a pedagogical interaction, he needs to consider the psychological characteristics of orphans and children left

without parental care. However, in our opinion, the knowledge regarding to the psychological sphere of orphans personality and children left without parental care can be assessed as insufficient. The deep theoretical knowledge of the individual characteristics of each orphan child, his spiritual sphere is necessary not only for his development, that means to meet certain social aspects that are presented to him at a certain age, but also because it is necessary to strive of the maximum development of those individual characteristics which according to this particular child. Features of the individual psychological sphere are reflected in the works of M. Yu. Kondratiev, V. S. Mukhina, A. M. Prikhozhan, O. E. Mirnova.

Analysis of latest research where the solution of the problem was initiated.

The individual psychological sphere of orphans personality and children left without parental care develops as a result of “maternal deprivation” by which most authors understood the insufficient or complete

dissatisfaction of the child’s basic psychological needs by one of the most significant adults [2-5]. This problem leads to the fact that family and family interaction is beyond the value for orphans and the environment in which they are trying to reach and

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create. This is confirmed by the studies of N. V. Gibadullin, who noted that the family as a valuable construct is one of the most prevalent in the personality structure for orphan children and children left without parental care during the age of majority [6]. However, orphans face significant difficulties in building family relationships because of having non-positive experience in creation of family relationships.

In the studies of Samokhvalov A.G. it has been revealed that there are various communication difficulties for orphans and children left without parental care that are manifested by themselves in communication with adults and peers. Children of this category make new contacts with strangers with big difficulties experience fear regarding to the expectation of an attack from an unfamiliar person.

A.M. Prihozhan and N.N. Tolstih assign insufficient development of emotional-volitional sphere as the main distinctive characteristics of orphans and children left without parental care [7]. These studies are completed by the work of E.V. Grebennikov and O.V. Firsov in which it was revealed that orphans compared to children from full families have increased frustration, emotional volitional instability (expressed in emotional excitability), reduced social comfort, dependence, low self-control, the necessity to protect the weak "I" [8].

Considering the peculiarities of the emotional sphere of orphans and children left without parental care, A.O. Teresa noted a sufficient degree of emotional trauma, the researchers did not find psychological trauma only in a small number of children in such category [9]. Psychological traumas are the result of significant adults' loss (death of parents, removal from the family), the illness of the child and other psycho-traumatic events.

The orphaned children have a specific structure of perception of the surrounding world. Considering the specifics of perception, also in particular to phenomenology of crisis events perception, we made the conclusion that orphans and children left without parental care consider the main causes of certain crisis events to relationships with significant adults, in particular, insufficient attention, emotional closeness, and social support from parents. Expectations regarding the resolution of the crisis event by children of this category are mainly in the negative pole. The main emotional experiences of orphans in the crisis time are despair, longing, anxiety, fear, but in the same way we noted that there was a sense of guilt that occurred to the crisis event. The study of subjective ideas of children from this category gives us the reason to say that the main components that orphans lose are in the field of emotional experiences such as a sense of inner balance and trust to the whole world and people in particular. The acquired new formations are considered by them in the field of the formation of a new system of values and attitudes, as well as the acquirement of new skills of social interaction [10]. Such perception has an influence on the adaptation structure of the child's personality, and in particular to the specifics of overcoming difficult crisis situations. These theoretical and practical results are confirmed by research of L.L. Kryuchkova, who noted that orphans are characterized by a low level of development of resilience. As the author notes, the cause of this phenomenon is the frustration of emotional contact with significant adults, the lack of positive models and constructs of adaptive forms of family interaction. It was also detailed that orphans were characterized by a low formation level of a sense of control over the events of their own lives [11].

In our studies, we concluded that orphaned children use emotionally focused coping strategies that are aggressive in nature, which are deficient and have a pronounced non - adaptive character. In general, coping behavior does not help to overcome crisis and stressful events, but rather it is aimed at avoiding and destructive solution of difficult situations, which subsequently leads to the aggravation of the crisis, worsen somatic health and reduce the quality of life [12-14].

Aims of paper. Methods.

Theoretical and methodological analysis of the literature on the psychological characteristics of orphans and children left without parental care.

Exposition of main material of research with complete substantiation of obtained scientific results. Discussion.

A. Kh. Pashina and E. P. Ryazanova in their studies noted that the intellectual aspect of orphans development is characterized by a certain disharmony, manifested in the lack of development of non-verbal thinking [18]. Features of the intellectual sphere make it difficult for a person to adapt successfully to the studies in professional education, manifested in the inability to assimilate and reproduce educational material, reducing motivation for professional technical study. As a result of this problem, a significant social aspect of the development of orphans and children left without parental care is formed, which is characterized by social passivity, substantial severity of rental facilities, etc. These

Many authors have noted that orphans and children left without parental care develop a steady low self-esteem [15,16]. To our mind, the manifestation of low self-esteem can be in various spheres of life, such as social and personal contacts and interaction, low initiative, focus on simple tasks. In empirical studies of E. A. Strebelova revealed that orphaned children are characterized by a delay and distortion of intellectual development, and the cognitive sphere impoverish [17].

studies are supported by the works of E.V. Grebennikov and O.V. Firsov in which a reduced social comfort was revealed in orphans and children left without parental care [8].

V.V. Koltinova noted one of the key social signs of orphans and children left without parental care as social immaturity. Social immaturity is a complex systemic phenomenon, the signs of which include the desire for hedonistic manifestations and value-orientation components, tuned to the romantic passion for adventure, their constant search, excitement, passion for imitation, etc. [19].

Conclusions.

Thus, it can be concluded that the psychological portrait of an orphan child during the age of majority during the studies in professional training institutions is characterized by the following components:

first, the main issues in orphans and children left without parental care, expressed at the physiological, social and psychological levels of personality functioning, are due to the so-called “maternal deprivation”, that is

the frustration of key need impulses in infancy;

secondly, orphans and children left without parental care have significant difficulties in the communicative sphere, expressed in the difficulties of communicating with both peers and adults. The speech sphere is characterized by disharmonious poverty, a small vocabulary and difficulty in sentences construction;

thirdly, the value-orientation sphere of an orphan child is characterized by the leading role of family as a value construct. The desire to create a family is mainly a compensatory function. Many children were deprived of a family and an attempt to recreate it at such an early age can be seen as an attempt to realize frustrated needs;

fourth, the emotional-volitional sphere of orphans is characterized by instability, lack of ability to self-control, as well as a high degree of emotional trauma, these aspects are often characterized by stable behavior models of a wide range of extreme vulnerability and vulnerability to direct manifestation of verbal and non-verbal aggression;

fifthly, orphans and children left without parental care have a specific adaptation

system, expressed by the mechanisms of psychological defenses and features of coping behavior. The psychological defenses mechanisms of children in this category are characterized by problematic and stability, as well as the predominance of primary mechanisms over secondary ones. Children in this category perceive the world around them and the difficult periods of their lives as threatening, filled with despair, longing, and fear. The specificity of coping behavior is characterized by low development of the person's resource sphere. Coping strategies in orphans and children left without parental care are inherently deficient and have a pronounced non-adaptive character, contributing to an ineffective solution of crisis events, but rather to aggravation and difficulty to overcome a crisis event;

sixthly, the social sphere of orphans and children left without parental care is characterized by social passivity, substantial severity of rental facilities, etc.

Theoretical and practical results of the study can be useful for teachers in the system of professional technical training dealing with orphans and children left without parental care in their pedagogical activities.

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