

Training Biological Family in the Process of Implementation of the Program of Psychological and Pedagogical Support

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The relevance of the study due to the destruction of the family and parent-child relationship caused by a number of socio-economic and other issues that determine the need for psycho-pedagogical support of their biological families. In this regard, this paper aims to reveal the contents of the program of psychological and pedagogical support biological families of children in institutions for orphans and children left without parental care. A leading approach to the study of this problem is systemic-activity approach, allowing to consider modern approaches to work with the biological family. The article presents the program of psycho-pedagogical support, during the implementation which uses the optimal forms and methods of interaction to strengthen the parent-child relationship, causing significant changes in the family system, ensuring realization and protection of the right of the child to live and grow up in the family. The materials of this paper are of practical value to the work of psychologist of education, social service centers of population and services of psycho-pedagogical support.

Keywords: psycho-pedagogical support, biological family, program

INTRODUCTION

The scale of orphans in contemporary Russia, the boundaries and the character of its influence on the social sphere of society, suggest that today it is a national problem. The disruption of the structure and functions of the family, the increasing number of divorces and the number of single-parent families, antisocial lifestyle of some families; falling living standards, deterioration of the conditions of detention of children, the growth of psycho-emotional overload in the adult population; the

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spread of maltreatment of children in families testify about the crisis of the modern family and lead to the growth of social orphanhood (Tseluyko, 2006).

Educational institutions for children-orphans and children left without parental care, make every effort for spiritual and moral improvement of pupils who are in difficult life situations. However, the child raised in an orphanage, deprived of very much, without which impossible the development and formation of his personality. Orphans, children left without parental care and has not received a positive experience of family life, can't start a family. Growing up in state institutions, they often repeat the fate of their parents, deprived of parental rights, thereby expanding the field of social orphanhood (UNDA, 2010). The above leads to the fact that the total psychological, physical and social development of children is slowed down and distorted. Russian researchers (Mukhina, 2011) show the formation of a special type of person in the orphanage associated with hypoplasia of the internal mechanisms active, enterprising, free-riding behavior, with prevalence dependent and reactive behavior (Bulygina, 2013, Mukhina, 2011). The underdevelopment of the mechanisms of self-regulation is compensated by the formation of protective reactions:

- instead of creative thinking develops template;
- instead of becoming self-controlled behavior – focus on internal control;
- instead of the ability to cope with a difficult situation – the trend towards hypersensitive emotions.

In this regard, representatives of state authorities, business community, science, education, health and other important social institutions of society increasingly Express the need of implementing the policy of de-institutionalization as the main strategy for prevention of social orphanhood – the recognition of the value of family, motherhood, fatherhood and childhood, the right of every child to live and grow up in the family.

In recent years, both Federal and regional levels, had adopted a series of documents on the issue of improving the functional mechanisms of interaction with biological family children's home. The lack of readiness of the family to lead healthy lifestyles; low level of psychological, pedagogical, legal culture and education of parents; difficulty in adopting the role of a parent; immature axiological foundations of motherhood and fatherhood hampers the healing process of child-parent relationship and the child's return to their biological families (Vasyagina, 2011).

Priority areas of state and regional policy assistance and support for families and children in difficult life situation necessitated the development of a Programme of psycho-pedagogical support biological families of children in institutions for orphans and children left without parental care.

METHODOLOGICAL FRAMEWORK

The program was based and developed on the systemic-activity approach (Brushlinsky, 2003; Rubinstein, 2003), in which each subject is regarded as an open self-developing system and has variety changes. When organizing and implementation support should be based on formulated in this approach, the principles of the formation of man as the subject. The formation subject – essential process that reveals human nature and depends on the inner potential of the individual (Vasyagina, 2011). In the context of this approach in the selection of forms and methods of maintenance should pay attention to the connection of understanding the subject's world and oneself in it.

In this context, the aim of psycho-pedagogical support will be searching and practical implementation of modern approaches in the work with the biological family of optimal forms and methods of cooperation to strengthen the parent-child

relationship, causing significant changes in the family system, ensuring realization and protection of the right of the child to live and grow up in the family.

To achieve the proposed objectives, it becomes necessary to solve a number of problems of psychological and pedagogical support. First, to make diagnosing and analysis of the socio-pedagogical and psychological problems that have a negative impact on the recovery of the family as a supportive environment for the successful functioning of the child; forecasting positive strategies and tactics. Secondly, to organize educational work, providing legal literacy of parents and pupils; to promote mastery of the parents psychological and pedagogical knowledge in the field of family education, the basics of a healthy lifestyle. Thirdly, to organize joint work on prevention of social orphanhood, to mobilize the potential of the family. Fourthly, to develop consulting services to provide targeted assistance to students and parents who find themselves in difficult life situations.

The main functions of the program are: training, diagnostic, educational, organizational and coordinating.

The program was implemented in public institutions for children-orphan and children left without parental care, of Yekaterinburg and the Sverdlovsk region.

In the program participated biological families of inmates of state institutions for children-orphan and children left without parental care, of Yekaterinburg and the Sverdlovsk region in the amount of 17 people. Respondents are selected in such a way that the controllable parameters did not significantly differ from each other.

This group, on the one hand, already carries the results of the influence of various factors, in General, is formed of personality and its representatives are subject to various external influences. The program was held in the period from 2013 to 2015.

RESULTS

The program of psychological and pedagogical support of biological family includes a number of components. So, as the object of psycho-pedagogical support acts biological family as an integrated system that provides economic, social and physical safety of the child, which unites all its members a sense of love and community.

The subject of psycho-pedagogical support are psychological, pedagogical, structural and functional changes in the family system after the collapse of prospects in life.

The Program provides psycho-pedagogical support of the various stakeholders, which include:

- state bodies and officials;
- organizations and institutions whose activities are related with the prevention of trouble;
- public Association;
- teachers;
- pupils;
- biological parents.

Psycho-pedagogical support biological families of children in institutions for orphans and children left without parental care, is based on the following principles:

- ensuring maximum psychological comfort to all subjects of psychological and pedagogical support;
- the interests of the child;
- build interaction between all parties on a parity basis;
- recognition of each entity on their own position and opinion, the choice of solutions; respect for the position, the view and the selection decision;
- open expression of their own feelings and emotional experiences.

The implementation of the new Program makes thoroughly to develop the stages of implementation. The program of psycho-pedagogical support biological families of children in institutions for orphans and children left without parental care, includes 3 stages and is designed for 3 years.

So, the first phase was designated as "Preparatory". It is planned to implement a number of actions aimed at the collection and analysis of information necessary to run the program.

The implementation stage begins with the personalization tasks, assign responsibility, select problem-solving tools, establish the terms and form of control. Then analysis of the effectiveness of existing approaches, forms and methods of work with the biological family, the search for patterns of socio-pedagogical solutions that are proactive and can be used to implement the program. Creates a Bank of advanced socio-pedagogical technologies, as well as a data Bank on various public organizations interested in the provision of social care with their biological families. Further, in the first phase of implementation of the program of psychological and pedagogical support biological families of children in institutions for orphans and children left without parental care, development of teaching materials, ensuring the achievement of the main activities of the educational institution:

- individual card of the family;
- working with the biological family;
- log remote communication with the biological parents;
- lecture notes for the parent lecture (newsletter);
- plans individual interviews;
- preparation of diagnostic tools to assess the results of psychological-pedagogical support of their biological families;
- preparation of diagnostic tools providing a process of psycho-pedagogical support of biological family (tests, projective techniques);
- preparation of methodological recommendations social workers, teachers and teacher-psychologist to the organization of psychological-pedagogical support of their biological families.

The preparatory phase of the Program involves the presentation at the teachers ' Council, the Board of Trustees of state institutions for children-orphans and children left without parental care and presentation reviewers to conduct external reviews.

The second stage is the "institutional research" involves the implementation of the main directions of the Program to reflect changes in Federal and regional cultural-educational space by the developed technology of work with the biological family.

«The final stage» is the final in the program. It is necessary to obtain information about its results and their analysis.

For this project, it is expected the diagnosing of efficiency of realization of the main directions and correction of adverse trends.

The final stage concludes with a discussion of the results of the Program at the teachers ' Council, the Board of Trustees of state institutions for children-orphans and children left without parental care.

The process of implementation of the above stages of the Program of psychological and pedagogical support biological families of children in institutions for orphans and children left without parental care, actualizes the need to use certain areas of activity. Within the program they are marked as analytical and predictive, educational, organizational, coordinating, and consulting.

So, analytical and predictive direction includes:

- the study of the history of the biological family in order to identify the causes of the placement of the child in children's home;

- collection of primary information on the biological family through various sources;
- diagnosis of family well-being; identification and analysis of the factors causing social exclusion biological family;
- fill individual biological family card;
- development of a data Bank on biological families of pupils;
- development of an individual trajectory of development of the biological family in accordance with the developed technology of work with the biological family;
- identify the relationship of the pupil to the biological family.

Educational activity is specified in:

- advocacy parents on mastering the psychological and pedagogical knowledge in the field of family education;
- the organization of legal education;
- getting acquainted with positive experience of education of children;
- practical assistance and psychological support;
- familiarity with various positive strategies and tactics of family functioning.

Next, organizational and coordinating the direction includes:

- the mobilization of the potential of the family;
- psychological adjustment and socio-pedagogical rehabilitation of the biological family;
- development and joint implementation of the action plan for the rehabilitation of the biological family;
- organization and conduct of controlled meetings provided a positive individual trajectory of development of the biological family;
- psychological preparation of the child for transfer in biological families provided positive individual trajectory of its development.

Through consulting activities must:

- conducting individual consultations with the biological family on topical issues;
- conducting individual consultations with students on arising in the process of interaction problems;
- the use of individual assignments biological family, depending on its trajectory of development;
- conduct individual interviews with members of the biological family, blood relatives, pupil.

One of the most important parts of the Program of psychological and pedagogical support biological families of children in institutions for orphans and children left without parental care, are the conditions of its realization. This fact is explained by the fact that the system of conditions for the implementation of Program form in the children's home educational environment, that:

- ensures the achievement of the goals of psycho-pedagogical support and quality;
- ensures the preservation and enhancement of psychological, emotional, and social health of pupils;
- provides for the subjects of psychological and pedagogical support capability: achieve the planned results;
- restore family well-being;
- of formation of socially significant values, healthy lifestyles;
- individualization of the process of psycho-pedagogical support separately taken their biological families through the design and implementation of individual trajectories of development, ensure effective independent work with the support of the social educator, educators, pedagogue-psychologist and other professionals;

- programming complex interaction with state and public organizations, aimed at restoring family well-being;
- the formation of parents' experience socially approved activities;
- the formation of the parents of ecological literacy, skills healthy and safe for humans and the environment lifestyle;
- use of modern approaches, forms and methods of psychological and pedagogical support; update the Program contents and technologies of its implementation in accordance with the requirements of the new time;
- effective use of professional and creative potential of the teaching and administrative staff of the orphanage, enhance their professional pedagogical competence.

Note that the system of conditions takes into account the organizational structure of the orphanage, as well as its interaction with social partners.

Let's dwell on the consideration of each condition separately. So, psycho-pedagogical conditions provide:

- continuity of approaches, forms and methods of socio-psychological support of their biological families;
- taking into account the specifics of age, physical, mental and emotional development of the contingent of pupils and parents;
- a variation of the directions of psycho-pedagogical support (maintaining and strengthening the psychological health of the children; the value of healthy and safe lifestyle among parents; psychological-pedagogical support of pupils and parents);
- the variability of the forms of psychological and pedagogical support (prevention, diagnosis, counseling, remedial work, education, etc.).

Methodological conditions necessary to ensure the implementation of the Program and ensure a broad, permanent and sustainable access for all the subjects of psychological and pedagogical support to any information related to its implementation, achievement of planned results, the organization of the maintenance process and the conditions for its implementation.

Methodological support for the implementation of the Program ensures information support psychological-pedagogical activity of the subjects of tracking on the basis of modern information technologies in the field of library services (document search by any criteria, access to electronic materials and Internet resources).

Personnel conditions imply the continuity of professional development of pedagogical workers of the orphanage by ensuring the development of additional professional educational programs that reveal the essence and the content of the work with the biological family, in educational institutions licensed to conduct this type of educational activity.

Teaching staff of the orphanage should be actively involved in research, to work closely with the universities in the city and country. They should have scientific publications, participate in scientific conferences of different levels, seminars, round tables on topical issues of working with families in difficult life situations.

Material and technical conditions to provide the following features of the Program:

- placement of required information on the website of the orphanage;
- access to the library of the orphanage, to informative Internet resources, duplicating technique for replication methodical, text, image and audio-visual materials.

To the organizational conditions of the implementation of the Software include:

- ensuring that the frequency of meetings with biological families – 1 time per month (on the situation) during the first phase of the program; the second and third stage is needed, but not less than 1 time in 2 months;

- establishing a permanent trust of contact with biological families;
- development of a work plan with the biological family in accordance with the diagnostic results, reflected in the individual map family, and adjustment in the course of the year.

We believe that implementation of the proposed stages and using the above-described activities should lead to results such as:

- reducing the number of dysfunctional families;
- the creation of a favorable family climate for life and development of children;
- increasing the level of psychological and pedagogical competence of parents, legal literacy;
- voluntary and conscious approach to the parents to the choice of forms and methods of recovery of parent-child relationships;
- a positive experience of parent-child relationships dysfunctional families;
- increase number of parents failed from bad habits, etc.;
- reducing the number of manifestations of distress in families;
- increasing the level of social activity parents.

To quantify the end results, in our opinion, will the use described in the Program performance indicators. So, these include:

- increase the percentage of parents who received social-pedagogical, psychological and psychological consultations, etc., of the total number of parents;
- increase the percentage of families who are attached to a healthy lifestyle, of the total number of families;
- conducting effective rehabilitation and adaptation of children and families in difficult life situation;
- increase the percentage of employed parents;
- reduction in the number of social risk families.

DISCUSSIONS

Comparing existing models and technologies of psychological and pedagogical support prevailing in domestic and foreign practice can be summarized that the process has a good variety of types, directions and forms, which vary in their focus, subject and object. However, research conducted in recent times on the subject, allow us to conclude on the relevance of the support of their biological families at this stage of development of society (Asmolov, 2012, Ivanov, 2012, Tarasova, Krylova, 2011, Strauss, 2012).

It should be noted that in all their diversity of approaches to the consideration of the process of psycho-pedagogical support can be traced to the lack of methodological bases of its application. It can be stated the fact that in modern practical psychology has not yet established a unified methodological approach to determining the nature of the process of psycho-pedagogical support of their biological families.

CONCLUSION

It is established that the program of psychological and pedagogical support of biological family allows you to organize the process of learning in terms of reforming the institutions for children-orphan and children left without parental care. It is aimed at comprehensive development of their personality, increase the level of psychological and pedagogical competence, their legal literacy through the implementation of medico-social and psycho-pedagogical education.

The program contributes to the formation of experience of parent-child relationships, healthy families, directs parents to a healthy lifestyle. The article can be useful in practice for professionals and managers of institutions for children-

orphans and children left without parental care; in practice, psychologist educational, social service centers of population and services of psycho-pedagogical support.

Taking into account the obtained results of our study can be formulated a number of problems requiring further research: deepening and expanding the content areas outlined in the article related to the teaching of biological families; development of scientific-methodological support of the process of psycho-pedagogical support biological families for its large-scale learning.

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