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Model of Socialization in an Orphanage

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Abstract

The article provides substantiation for the process of socialization of orphans in an orphanage. The essence of the concept of "socialization in an orphanage" is clarified. Authors consider socialization in an orphanage as the process of development of social competence of its residents that serves as a basis for orphans' relationship with society through the implementation of an individual strategy of social learning, self-knowledge, and personal self-realization that provides orphanage residents with social knowledge, socially-oriented motives, and social experience. The main block of the experimental work was carried out based on the Pavlodar orphanage in 2020–2021. The criteria and diagnostic methods for the evaluation of social competence development in orphanage residents are identified. A Model for the development of social competence in adolescents in an orphanage including the program and purpose, activity, and reflexive and predictive components is developed and implemented into the pedagogical practice of an orphanage; based on the Model for the development of social competence in adolescents in an orphanage, the "Socialization in an orphanage" program aimed at the socialization of orphanage residents is developed. The effectiveness of the developed Model for the development of social competence in adolescents in an orphanage is proven in the course of the study of specific characteristics of orphans' socialization in an orphanage. The study results are recommended for practical implementation in orphanages in the process of orphans' socialization.

Keywords: model, socialization, orphanage, orphans, formation, social competence, gender.

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1. Introduction

The personality of orphaned children is explored in the works of Nissa Firghianti et al. (2019), Robert Viscusi (2018); socialization of orphaned children is researched in studies by A.N. Larin and I.N. Konopleva (2014), Syifa Rohmatin (2020), K. Doore (2020).

The methodological foundations of child socialization processes are established in the scientific school (Tagiltseva et al., 2020; Filkina et al., 2008; Bunea, 2015; Sarybaeva, Balmaganbet, 2018) that postulates that the development of an individual takes place in the process of interiorization of cultural and historical experiences and social relations. Analysis of the problem of child socialization allows concluding that the socialization of orphaned children occurs within an altered social situation of development in an orphanage formed as a result of the absence of a parental family.

Research by many educators and psychologists (Yavkina, 2019; Bettmann Schaefer et al., 2016; Sakenov et al., 2012; Utami et al., 2019; Parfilova, Valeeva, 2016; Mambetalina, 2012; Chik et al., 2020) demonstrates that orphans are characterized by a low level of social adaptation. The socialization of children in orphanages is characterized by a deprivation of the need for parental love, a lack of deep emotional contact with others, and difficulties in interpersonal communication.

Analysis of scientific studies (Daragad, Roopa, 2019; Zhubandykova et al., 2019; Harry, Hafidhuddin, 2020; Ben-Levi, 2017; Kalashnyk, 2014; Mombek et al., 2017; Viscusi, 2018) and data from practical pedagogical activities shows that the level of orphanage residents' readiness for an independent life is insufficient for complete adaptation in society.

The following contradictions are identified by us as the leading ones:

- the contradiction between the high level of modern requirements (socio-economic, psychological, political) for a socially adapted person and the insufficient effectiveness of socialization in the conditions of an orphanage;

- the contradiction between the need for new and additional models, programs, and certain instruments for improving the level of social competence in orphaned adolescents for their successful independent life and the lack of such means in the traditional system of upbringing in orphanages.

The identified contradictions and the resulting research problem shape the formulation of the study goal: to develop and theoretically substantiate the Model for the development of social competence in adolescents in orphanages that would improve the level of social adaptation of orphanage residents in the community.

2. Methods

The study deploys the following methods: theoretical: analysis of scientific literature on the problem under study to identify and theoretically substantiate the pedagogical conditions for the socialization of children in orphanages, the method is selected as a way to accumulate and organize the scientific material providing a characteristic of the examined process, to comprehend it, choose a direction of research, determine the study goal, and identify the methodology and methods for the study; the method of developing theoretical provisions of the study is chosen as a way to systematize the problem of identifying and theoretically substantiating the pedagogical conditions for the socialization of children in an orphanage; empirical methods: questionnaire, tests, interview, observation; educational experiment, analysis of documentation, the study and synthesis of experience, the expert evaluation method, self-assessment, statistical data processing methods (qualitative and quantitative analysis of the obtained data); the empirical study was conducted in the Pavlodar orphanage in 2020–2021. The overall sample of the study consists of 28 orphaned adolescents. The study participants were formally divided into the control (CG) and experimental (EG) groups, 14 people in each group.

The formative experiment was conducted in the natural conditions of the orphanage during school hours in the course of which the developed Model for the development of social competence in adolescents in the orphanage was implemented in the experimental group of orphaned adolescents. At the initial stage of the formative experiment after the implementation of the program and purpose, activity, and reflexive and predictive components of the Model in the educational process of the orphanage, the diagnostics of social competence of adolescents in the orphanage based on the selected criteria was carried out once more.

To compare different levels (high, average, low) of the criteria for the formation of social competence in children from the orphanage in the control and experimental groups (two independent samples) before and after the formative experiment, the nonparametric Pearson chi-square test ($\chi2$) was used.

The use of the $\chi2$ criterion made it possible to conclude that there were no significant differences in the results in the control and experimental groups before the formative experiment and there were significant differences in the results in them after.

3. Results

The mechanism of socialization in an orphanage as a process of development of social competence in its residents is a unified process of activity, communication, and self-awareness.

Changes in the activity sphere in adolescents consist in increasing the types of activities and orientation in each of them, comprehending new types of activities, mastering the appropriate forms, methods, and means of activity, and developing autonomy and competence. In the communication of adolescents, the formation of new relationships with adolescents of the opposite sex takes place. The circle of communication expands, its content deepens, and the assimilation of the norms and rules of behavior accepted in society takes place. In the sphere of self-consciousness, an "I-image" is formed as an active subject of activity; there is a comprehension of one's own social belonging and social role. Self-esteem, personal and professional self-determination, gender identity, socially responsible behavior, and the system of social values are formed.

When developing criteria for socialization in an orphanage as a process of development of social competence in orphanage residents, we relied on the personal characteristics of orphans and conditions of their upbringing and life in an orphanage. Below we present the criteria and indicators of the level of development of social competence of orphanage residents, as well as the corresponding diagnostic methods:

Criterion 1. Development of professional intentions. Levels: high (realizes the problem of choosing a life path, a high degree of awareness of the world of the profession in general and specific professional activities in particular, a high subjective assessment of a specific professional activity, has decided on the type of professional activity and, despite obstacles, shows high activity and perseverance in mastering it, high degree of awareness and understanding of their needs); average (considers the problem of choosing a life path as a goal in achieving some utilitarian goal motivated by short-term interests, partial degree of awareness of the world of the profession in general and specific professional activities in particular, information about the world of professions is not complete, does not cover the entire range of professions, blurry subjective assessment of specific professional activity); low (considers the problem of choosing a life path as an unpleasant necessity, lack of awareness of the world of the profession in general and specific professional activities in particular, misunderstanding of one's own needs, desires and goals related to future professional activities). Quantitative and qualitative diagnostic methods: interview, questionnaires, tests of professional intentions of adolescents.

Criterion 2. Development of gendered social and domestic skills and abilities. Levels: high (complete and solid knowledge necessary for mastering specific skills, understanding their necessity for independent living; full awareness of the value of practical skills; the desire to master specific skills and improve existing ones); average (partial knowledge necessary for mastering specific skills, insufficient understanding of their need for independent living; incomplete awareness of the value of practical skills; insufficient desire to master specific skills and improve existing ones); low (lack of knowledge necessary to master specific skills, lack of understanding of their need for independent living; lack of awareness of the value of practical skills; lack of desire to master specific skills and improve existing ones). Quantitative and qualitative diagnostic methods: conversation, questionnaires.

Criterion 3. Development of the gendered culture of interpersonal and social relations. Levels: high (normative and legal awareness of gender relations in society, the formation of ideas about the characteristics of a person's gender and gender identity, the recognition of the ideas of gender equality in the public and private spheres of a person's life, the rejection of established gender stereotypes regarding gender relations in society); average (limited legal and regulatory awareness of gender relations in society, superficial knowledge of the characteristics of a person's gender and gender identity, lack of activity and insufficient interest in studying and solving gender

issues, recognition of ideas of gender equality or in the public or private spheres of a person's life); low (insufficient regulatory and legal awareness of gender relations in society, knowledge of the characteristics of a person's gender and gender identity remain at the level of determining biological sex, lack of interest in studying and solving gender problems due to a lack of understanding of the essence of this issue). Quantitative and qualitative diagnostic methods: conversation, testing the needs for communication and achievement.

Criterion 4. Development of healthy lifestyle skills and gendered self-acceptance. Levels: high (deeply understand the importance of health as a universal value, the need to develop their own individual program of life, responsibly and positively treat their own health and the health of other people, always strive for physical, mental, and moral self-development); average (mostly, they understand the importance of health as a universal human value, they are predominantly responsible and positive about their own health and the health of other people, although they strive for physical self-development from case to case); low (don't understand the importance of health as a universal value, the need to develop their own individual program of life; irresponsibly treat their own health and the health of other people, do not strive for physical, mental and moral self-development).Quantitative and qualitative diagnostic methods: conversation, tests of personal self-esteem.

Summarizing the results of the ascertaining stage of experimental work, we conclude that the real level of development of social competence in most students is not enough for independent life as the inadequacy of self-esteem and ambitions, underdevelopment of the need for communication and achievement, an increased level of general anxiety, and a generally low level of social competence is observed both in the control and experimental groups.

In the course of the formative stage of the study, we designed a model for the development of social competence in adolescents in an orphanage presented in Figure 1. Further on, the "Socialization in an orphanage" program was developed based on this model for work with the experimental group of orphanage residents.
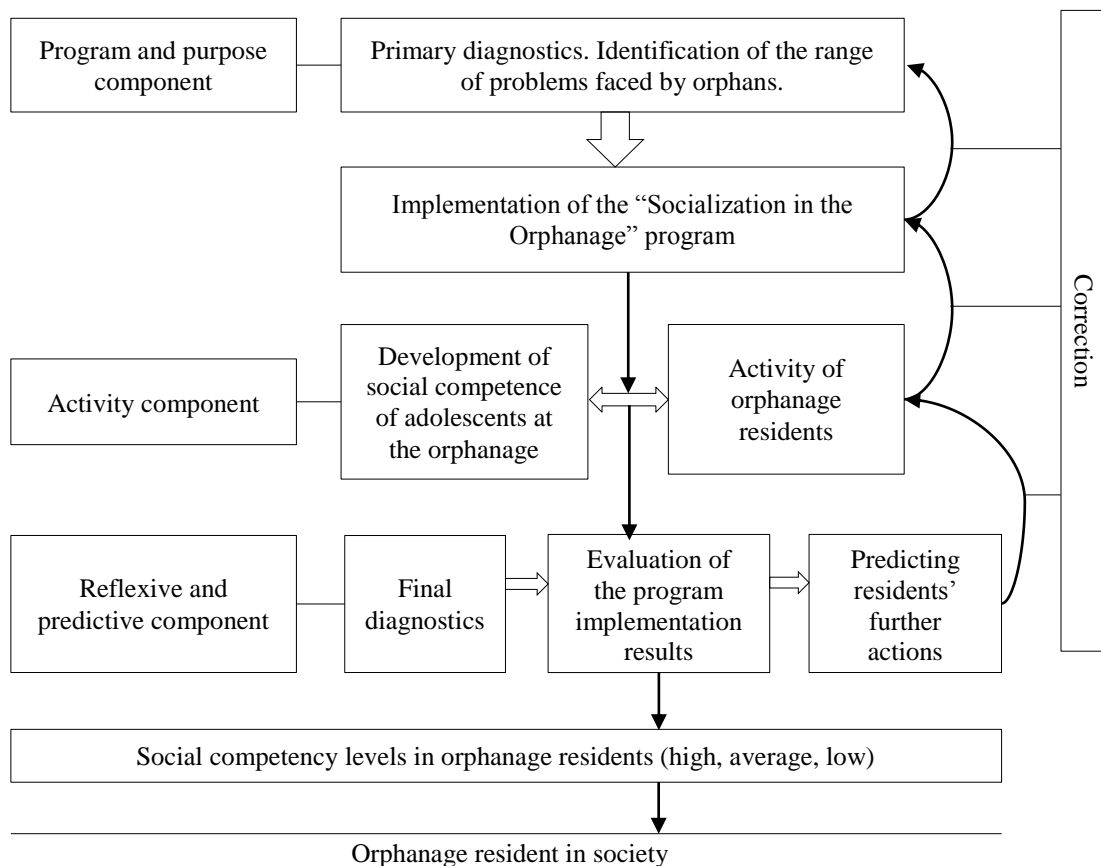

Fig. 1. Model for the development of social competence in adolescents at the orphanage

Components of the Model for the development of social competence in adolescents in an orphanage (Figure 1).

1. The program and purpose component comprises primary diagnostics aimed at identifying the range of problems faced by orphanage residents and the development and implementation of a set of measures to overcome the difficulties and problems of socialization of an orphanage resident.

2. The activity component of the program is represented by the realization of the "Socialization in an orphanage" program in the experimental group. Proceeding from the understanding of the situation of orphans in the conditions of the orphanage and modern society and taking into account the peculiarities of their development, there is a need to implement a program for the socialization of orphanage residents. The program is designed to promote the development of social competence in adolescent and young adult orphanage residents accounting for their specific characteristics.

3. The reflexive and predictive component of the model implies the evaluation of the program implementation results, specifically conducting final diagnostics of the level of development of social competence (high, average, low) in adolescent orphanage residents, conducting correction procedures, and predicting residents' further actions.

The content of the "Socialization in an orphanage" program was developed based on the principles of humanism (understanding a person as a unique open system capable of change and development in the process of pedagogical interaction, the strategy of interaction with an adolescent is based on a subject-subject relationship; a child is an independent and responsible subject of their own development), naturalness (educating children according to their gender and age, forming responsible attitudes toward themselves and their lives), cultural appropriateness (education based on universal human values), and the effectiveness of social interaction (expanding the spheres of communication, developing gender-specific social and everyday skills) (Kapustina, 2021).

Implementation of the program minimizes the range of problems faced by orphanage residents in socialization and promotes the assimilation of social experience for their further adaptation in society. The obtained knowledge, abilities, and skills facilitate the socialization of orphanage residents after they leave the institution.

The final stage of experimental work involves a comparative analysis of diagnostic data on the levels of development of social competence in orphanage residents before and after the experimental work which allows us to trace the positive dynamics of this process.

A comparison of the initial and final diagnostic results on the level of social competence development in orphanage residents at the ascertaining and control stages of experimental work by all of the examined criteria is presented in Table 1.

A positive dynamic is found in all of the identified criteria of social competence development in the experimental group which indicates that the goal of the study is achieved. At the control stage of the experimental work, an analysis was made of changes in the level of formation of social competence in both the experimental (EG) and control (CG) groups of orphanage residents. The results of this stage of the study show a positive dynamic in the level of development of social competency in the experimental group by all of the criteria (Table 1).

Table 1. Changes in the level of development of social competence in orphanage residents before and after the experiment

Criteria	Level	Primary diagnostic results (in %)		Final diagnostic results (in %)	
		CG	EG	CG	EG
Development of professional intentions	high	7	7	7	50
	average	29	29	29	36
	low	64	64	64	14

	χ2	0,0		65,244 (p < 0,01)	
Development of social and domestic skills	high	7	7	14	50
	average	21	21	29	36
	low	72	72	57	14
	χ2	0,0		47,046 (p < 0,01)	
Development of the culture of interpersonal and social relations	high	7	7	7	50
	average	21	21	29	36
	low	72	72	57	14
	χ2	0,0		59,075 (p < 0,01)	
Development of skills of healthy lifestyle and self-acceptance	high	7	7	7	36
	average	14	14	29	50
	low	79	79	57	14
	χ2	0,0		51,004 (p < 0,01)	

The nonparametric Pearson's chi-square test (χ2) confirms statistically significant differences (χ2 crit=5.991 at a significance level of 0.05, empirical value χ2 = 19.79, which is greater than the table value) in the level of social competence in adolescents in the control and experimental groups. Verification of the effectiveness of the Model for the development of social competence in adolescents in the orphanage using Pearson's chi-square test (χ2) shows statistically significant positive changes in all criteria of the development of social competence in orphaned adolescents; thus, the conducted experimental work confirms the effectiveness of the Model for the development of social competence in adolescents in the orphanage.

4. Discussion

The novelty and originality of the present study are evident in the fact that, unlike the studies of Lyudmila Kulikova (2018), Kwabena Frimpong-Manso (2021), Kate Quealy-Gainer (2020), P.P. Shcherbinin, I.A. Shikunova (2020), A.D. Syzdykbayeva, A.S. Mambetalina, A.S. Nuradinov, M.B. Kurmanbekova, Z.B. Kabylbekova (Syzdykbayeva et al., 2020), it proves the effectiveness of the Model for the development of social competence in adolescents in the orphanage, as well as the proposition that the criterion-based evaluation of changes in the level of development of social competence in orphanage residents should be based on such personal qualities as emotional stability, sociability, high level of self-control in communicating in a team, calmness, and trustworthiness. The decisive pedagogical aspect that allows concluding on the successful socialization of an orphanage resident comprises satisfaction with their gender position, their work, and their relationships with adults and peers.

In independent life, orphans will have to enter into social relationships, which requires the development of social skills and abilities – responsibility and the ability to make choices and work in cooperation. It is necessary to technologically diversify the environment and forms of social life. Since this discussion considers orphaned children, it is here that a development-inducing environment must be created to maximize the expansion and deepen of a child's socialization in three main areas: activity, communication, and self-awareness. This process can be largely promoted by orphans' active participation in the work of a children's organization under the pedagogical condition of joint activity of children and adults, i.e. cooperation. The process of giving children an opportunity to offer their options of forthcoming social activity and arrangement of daily life which, in turn, is an important pedagogical condition for children's socialization in an orphanage, is technologically justified.

5. Conclusion

1. The essence of the concept of "Socialization in an orphanage" applied to orphanage residents at the stage of preparing for an independent life is clarified. Socialization in an orphanage is viewed as a process of development of social competence in orphanage residents that provides a basis for their relationship with society through the realization of an individual strategy of social

learning, self-knowledge, and personal self-realization providing them with social knowledge, socially-oriented motives, and social experience.

2. The study identified the criteria for the evaluation of the development of social competence of orphanage residents (development of professional intentions, social and domestic skills, the culture of interpersonal and social relations, and skills of healthy lifestyle and self-acceptance), as well as diagnostic methods allowing to establish the low indicators of the level of said development and determine the range of problems faced by orphans in preparing for independent life (in the sphere of interpersonal relations, unpreparedness to interact with society; the lack of a clear idea of independent life, infantilism, inability to foresee the consequences of one's actions; underdeveloped gendered social and domestic skills; inability to fill one's free time with socially acceptable leisure activities; insufficient development of self-control and self-discipline).

3. A model for the development of social competence in adolescents in an orphanage and the "Socialization in an Orphanage" program for the socialization of orphanage residents designed on its basis are developed and implemented in the pedagogical practice of an orphanage.

4. It is established that the implementation of the developed model for the development of social competence in orphanage adolescents ensures the assimilation and acquisition of social experience, knowledge, skills, and abilities which greatly facilitates the process of social adaptation of orphanage residents in the society.

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