

Study of Orphanage Children's Value Orientations

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ABSTRACT

The process of human's socialization occurs throughout his life, as well as in different social groups. The immediate environment is a family, kindergarten, schoolmates, teachers, family, university, labor collective. These are all social groups with a variety of norms and values. Valuable orientations of the person form the setting for activities that largely dictates the orientation of the social behavior of the individual in his daily life. They perform an integrative function in society, forming the strongest foundation of the public system. The most urgent today is the issue of the peculiarities of valuable orientations of children who are brought up in the orphanage formation. In spite of the existence of foster care and adoptive families, a significant proportion of the Russian orphan children are brought up in state institutions, where the process of their socialization occurs. The aim of the research is to study and diagnose the Russian orphanage children's value orientations formation with all its components aggregated. 52 children of Laishevo orphanage, Republic of Tatarstan took part in the empirical study. To study children's value orientations we have applied procedure of value orientations investigation. During our research terminal and instrumental values of boys and girls living in orphanages were identified. On the basis of the received results, recommendations of special psychological and pedagogical work organization to increase the level of the orphanage children positive value orientations are given.

KEYWORDS

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Introduction

Urgency of the problem

Value orientations are the basis of the individual characteristics influencing the focus of its activities, relationship to the world, to him and to the others. Value orientations are a sign of maturity of a man in society, his life goals and lifestyles.

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The most urgent is the issue of the peculiarities of the orphans' value orientations formation. This is due to the fact that every year the number of children - orphans and children left without parental care increases in Russia. In spite of the different forms of support, such as foster care and adoptive families, a significant proportion of orphan children live in public institutions. Their socialization takes place here.

Loss of a family, causing abandonment, contributes to the loss of "basic trust in the world". It manifests itself in doubtfulness and aggression towards others, interfering the development of a child's higher mental functions, independence, initiative, social competence, gender identity, and others. The existing methods of the orphans' upbringing, their lifestyle in public institutions, in most cases, are organized on the belief of "life care" impeding the development of their positive value orientations. Low degree of the orphans' value orientations causes their falling into the criminal environment.

It is very important to develop the orphans' ability to set goals independently and to determine their value orientations. This factor becomes predominant in organizing activities in the orphanage, providing children's opportunity of self-realization and self-expression, helping them to choose their way of life. Due to the ongoing changes in the Russian society, the study of the orphans' value orientations is becoming urgent.

Some aspects of the problem have been studied by many scientists. Serious contribution to the study of value orientations made I.S. Artyukhova (1999), A.G. Zdravomyslov (1986), I.S. Kon (2001), A.V. Mudrik (2006), R.S. Nemov (1998), I.V. Dubrovina (1991), M.G. Kazakina (1983), B.S. Kruglov (1987) et al. Great attention is paid to the study of value orientations of different groups of children. There are a lot of studies on the formation of value orientations of young people in different conditions: in the process of labor (Matushkin & Tchernetsov, 1987; Tchernetsov, 2001) and environmental (Kostetskaya, 1999) education; by means of fine arts (Kozlov, 2001). The social and cultural attitudes of young people in modern Russian society is reflected in the works of G.G. Sillaste (2000), B.C. Sobkin (1975). V.I. Cleaver (2004), T.N. Semenkova & E. Rudneva (2009) studied value orientations of boarding schools pupils in the context of their professional self-determination.

According to the mentioned researches values are considered as generally accepted ideas of people on the objectives and ways to achieve them, prescribing certain socially accepted behavior. They form the basis of moral principles. For the first time the concept "value" was introduced by I. Kant (2000). Contrasting the sphere of morality (freedom) to the sphere of nature (the need), he defined that values have no existence, and are the requirement facing the will and the goals set before it.

Value orientation is what people particularly appreciate in life, giving him a specific, positive life meaning (Nemov, 1998).

Living conditions in all orphanages and boarding schools are very much alike: they have dormitories, common dining room, general game rooms; general toilet and bathroom.

A child living in an orphanage or boarding school is located in lockstep environment that neither takes into account individual characteristics and needs of a child, nor gives him the freedom of choice.

One of the problems of the orphanage is that the relationship between children and adults in this type of educational institution becomes the standard norms of

relations for them. At the same these rules are dictated by the special situation of orphans in a society that in some extent distorts the perception of other social and ethical standard, and makes it difficult for adequate social development.

Analysis of children's life in an orphanage makes possible to identify the factors influencing the formation of their value orientations:

- Isolation of living space, and of interaction with the environment create the pupils' distrust and fear of the outside world and prevent the development of their values, and samples of moral behavior;

- Children living in public institutions, where it is necessary to communicate and interact with a large number of peers and other groups of children, can lead to their emotional stress and anxiety, and increase their aggression;

- Regulation of the children's life, restriction of personal choice leads to the suppression of independence and initiative, hamper the formation of value orientations as a basis for self-regulation of personality;

- The frequent change of educators and institutions to which the child has time to bind, changing requirements and standards lead to confusion in the child's behavior, form an opportunistic position preventing the formation of moral value orientations;

- Depletion of contact with family and relatives (interruption of personal history, broken roots, when the child has no living examples of his ancestors) makes difficult to form his family value orientations.

Regulations concerning the organization of pupils' life in the orphanages, lack of adequate educational tools often hinder the formation of their ability to choose. Consequently, it is typical for the orphanages to avoid responsibility for the selection of activities, for independent decision-making and the desire to transmit it to patronized next generation.

The aim of the research is to study and diagnose the Russian orphanage children's value orientations formation.

Methodological Framework

In accordance with the purpose of the research to study children's value orientations we have applied M. Rokeach's (1973) procedure of value orientations investigation. The technique is based on the direct ranking list of values. M. Rokeach distinguishes between two classes of values:

- Terminal - the belief that the ultimate goal of individual existence is to strive for it. Stimulus material is represented by a set of 18 values.

- Instrumental values - the belief that a certain course of action or property of the person is preferred in any situation. Stimulus material is also represented by a set of 18 values.

This division corresponds to the traditional division into value-goals and values-based tools.

Respondent gets two lists of values (18 each), on sheets of paper in alphabetical order, or on the cards. The respondent assigns each value rank number, and lays out cards in order of importance. Initially a set of terminal and then a set of instrumental values are presented. For the convenience of the test and for the most accurate results, it is better to offer a set of individual cards with the name of a specific value.

In the process of sorting the cards, a child sees a picture of all the values. The survey is best done individually, but group testing is also possible.

The study was conducted in the orphanage for orphans and children left without parental care in Laishevo, Republic of Tatarstan. The study involved 52 teenagers aged from 12 to 16 years.

Results

As a result of the pilot study using the technique of M. Rokeach "Features of value orientations", it was revealed that children chose health (1) in the first position of the ranking scale of terminal values. This result is explained by the fact that Laishevo orphanage pays great attention to a healthy lifestyle, the orphanage is very actively involved in district, regional, national competitions of a healthy lifestyle and wins prizes. In the second place love was put (2). And it is also understandable, because for teens love is the driving force. The first love, the first dates, the first breaking up - every teenager experiences them. In the third position is a happy family life (3). As most of them had no family at all, or have a negative experience of living with their parents for these children it is a natural desire to have a family. The following are values are: the availability of good and loyal friends, development, active life, freedom, self-confidence, an interesting job, financially secure life, life wisdom, creativity, beauty of nature and art, the happiness of others, and entertainment.

To the last place the pupils put such values as social recognition (16), productive life (17) and knowledge (18). The last position of these values can be explained by the specific peculiarities of children's life in the orphanage mention above. (Table. 1).

Table 1. The specific peculiarities of children's life in the orphanage

	Terminal values	Values Ranking
1	Active life (the fullness and richness of emotional life)	6
2	Practical wisdom (maturity of judgment and common sense, life experience achieved)	11
3	Health (physical and mental)	1
4	Interesting job	9
5	The beauty of nature and art (the experience of beauty in nature and in art)	13
6	Love (spiritual and physical intimacy with a loved one)	2
7	Material security of life (lack of financial difficulties)	10
8	Having good and faithful friends	4
9	Public recognition (respect for others, team, co-workers)	16
10	Knowledge of (the possibility of expanding his educational horizons, general culture, intellectual development)	18
11	Productive life (the full use of their capabilities, powers and abilities)	17
12	Development (work on yourself, the constant physical and spiritual perfection)	5
13	Entertainment (pleasant, burdensome pastime, no charge)	15
14	Freedom (autonomy, independence of judgment actions)	7
15	Happy family life	3
16	The happiness of others	14
17	Creativity (possibility of creative activity)	12
18	Confidence (inner harmony, freedom from internal contradictions, no doubt)	8

In the study of instrumental values, we have identified such leading value as accuracy (1), vitality (2), responsibility (3) (Tab. 2).

Table 2. Leading values

	Instrumental values	Values Ranking
1	Accuracy (cleanliness), the ability to keep things in order, the order in the affairs of	1
2	Education (good manners)	7
3	High demands (demands on life and high aspirations)	15
4	Cheerfulness (humorous)	2
5	Executive (discipline)	6
6	Independence (ability to act independently, strongly)	4
7	Intolerance of shortcomings in themselves and others	8
8	Education (breadth of knowledge, high general culture)	10
9	Responsibility (sense of duty and ability to keep your word	3
10	Rationalism (the ability to think logically and sensibly, make informed, rational decisions)	14
11	Self-control (self-restraint, self-discipline)	16
12	The courage in defending their views, opinions	5
13	Solid will (the ability to insist on his own, not to give in to difficulties)	17
14	Tolerance (tolerance)	18
15	Mindedness (the ability to understand another's point of view, respect the other tastes, customs, habits)	13
16	Honesty (honesty, sincerity)	12
17	Efficiency in the affairs of (diligence, productivity in the work)	9
18	Sensitivity (diligence)	11

The 4th - 15th grades belong to the following values: the ability to keep things in order, in the order of business, independence, courage in defending their views, intolerance of shortcomings in ourselves and in others, education, diligence, efficiency in business, high demands, honesty, rationality, sensitive, open-mindedness.

Not significant values for the orphans are self-control (reserved-ness, self-discipline) (16), a strong will (the ability to insist on his own, not to give in to difficulties) (17), tolerance (tolerance) (18).

Analysis of the instrumental values allows to mark the high demands, referring the society, not their claims, formed in connection with the dependent position of children in the conditions of the orphanage. Contact with the value of "self-restraint, self-discipline)" in the category of non-significant values can be attributed to the age characteristics of adolescence. The value system of the teenager, based on the dualism of good and evil, rigid and binary, he is trying to impose on the world. It is in the adolescence when a kind of "gap" between type "A" tolerance and type "B" tolerance appears: a teenager is no longer capable of the kind of decision that has been characteristic of the child and not yet able to be patient, which is typical for an adult.

Discussions

Every society has a unique value-oriented structure, which reflects the uniqueness of a given culture. Human being learns the set of values, which the society is transmitting. The impact of socio-economic conditions, socio-political system, cultural and national traditions cannot be characterized independently, on their own. The unity of the objective and subjective conditions of society ensures the formation of the system of value orientations.

The process of the teenage orphans' valuable orientations system formation is changing greatly. At this age the transition from childhood to adulthood takes place. This affects the main content and the specific differences of the moral, social, physical and mental development of the teenager. Adolescence is the last period of the orphaned children's stay in an orphanage before they begin their independent life. Losing their usual care and lifestyle, former orphanage students often find themselves in difficult conditions.

That is why the question of personal and social maturity of 14-15-year-old graduate of the orphanage, the assessment of his resources and capacities to achieve their goals and ideas are very important.

Conclusion

Subject of value orientations is very important in the formation of children from orphanages.

It is here that interaction of children of all ages who come from different community takes place. Children have their own experience, there are many problems in communication activities. For effective results, it is necessary to reduce these differences in the interaction to some common ground.

The valuable orientations formation is a complex and lengthy process. Its main characteristics are continuity and infinity. One of the ways of value orientations formation is the mechanism of "search - evaluation - selection - projection", combining all the elements of activity and providing the whole cycle of valuable orientations formation: the knowledge of values, self-esteem of values, the formation of the individual's value orientations system.

Recommendations

Based on the results (the last places in the ranking have been assigned such terminal values as social recognition (16), productive life (17), knowledge (18) and the instrumental values: self-control (16), a strong will (17), tolerance (18), we recommend to carry out the work with the children, brought up in an orphanage:

- Use in parenting experience of outstanding educators of the 20th century, as Makarenko and Korczak whose children could show independence, toughness, initiative, tolerance, the ability to interact with different people.

- It is necessary to develop and implement a program that will lay the foundations for effective interaction in the group, to introduce children to the concept of "tolerance", to give an idea about the features of a tolerant person, to stimulate introduction of the participants to find their own concept of tolerance.

- Great help in shaping the values of children living in conditions of the orphanage, will be the use of such forms of education as a BMR (collective creative work).

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