Shydelko A. *PhD in Sociology, Associate Professor,*
Lviv State University of Internal Affairs
https://orcid.org/0000-0003-4789-0445
Kuzo L. *Candidate of Psychological Sciences,*
Associate Professor,
Lviv State University of Internal Affairs
https://orcid.org/0000-0003-1554-3262

«LIVING BOOK»
AS PSYCHOLOGICAL AND PEDAGOGICAL TECHNOLOGY
OF ORPHANS UPBRINGING

The problem of upbringing orphans is highlighted. A brief analysis of the historical aspects of the emergence of the phenomenon of orphanhood and care for them in the late nineteenth century, during the Soviet era, and at the present stage is presented. The aim of the article is to draw attention of the scientific community to the problem of orphanhood and to highlight one of the effective methods of working with orphans in the psychological and pedagogical activities of psychologists, teachers and educators.
    Key concepts*: orphans; orphaned youth; socialization, upbringing; «living book».*

Introduction. Modern education in Ukraine is looking for new and improving the used psychological and pedagogical technologies that would meet the axiological principles dictated by society and promote the interaction of participants in the psychological and pedagogical process. Today's challenges require professionals who work with orphans to abandon established traditional methods of their upbringing, socialization and adaptation. This psychological and pedagogical technology should answer the question: how to educate, teach, motivate and socialize orphaned youth to further successful life. It should promote their harmonious preparation for the roles of wife/husband in a marriage, mother/father in the upbringing of their child or a successful specialist in the chosen profession, etc. This category of young people needs special attention due to their status. Therefore, the topic is relevant in time.

A significant amount of dissertation research is devoted to the problem of orphanhood, in particular: Petrochko Zh. V. «Theory and practice of social and pedagogical support of the rights of children who find themselves in difficult life circumstances» (2011); Yanitska I. A. «Guardianship and care as a form of placement of orphans and children deprived of parental care» (2015); Lopatchenko I. M. «State management of prevention of social orphanhood at the regional level» (2017); Ilyk Kh. V. «Social orphanhood in the context of modern migration processes in Ukraine» (2018); Sultanova N. V. «Theory and practice of social education of children in boarding schools of Ukraine (1956 – earlyXXI century)» (2018) and others. However, the issue of innovative methods for effective work with orphans, in particular the method of «living book» in psychological and pedagogical activities, needs attention and development at the scientific level.

It is worth mentioning that the problem of orphanhood has always existed. Natural disasters, epidemics, catastrophes, terrorist attacks, wars, labor migration of parents, alcoholism, drug addiction, deprivation of parental rights under current law are among the main reasons that children are left without parental care – biological or social orphans [5, 166].

The purpose of the article is to draw attention of the scientific community to the problem of orphanhood and to highlight one of the effective methods of working with orphans in the psychological and pedagogical activities of psychologists, teachers and educators.

For in-depth coverage of this topic, first of all, its important aspects should be briefly revealed. Historically, in our lands, even during the reign of the Kiev knyaz, social and psychological protection of orphans was carried out on the basis of theological teachings. This was a solid basis for the formation of their spiritual values, at the same time they were taught the basics of literacy, working professions, etc. [5, 167].

At the same time, we note that at the end of the XIX century the category of «orphans» who applied for state aid included: «complete orphans» – children who lost both parents as a result of their death; children of «gray» and «poor» (disabled); illegitimate children whose

mothers needed help raising a child; temporarily all babies (not older than 10 months), whose mothers due to illness and lack of their own funds were temporarily forced to give the child to a special institution; dumplings delivered by the police. An orphan is a child who is temporarily or permanently outside the family environment due to the loss of parents, as well as a child who cannot for some reason or for their own interests remain in the family environment and needs protection and assistance [1].

However, if the child who has lost his parents has some relatives, they could take them to their family for upbringing and raise them as their own. Everything changed during the Soviet era, when after the Second World War (1939–1945), the number of orphans increased significantly. In order to «survive», orphans committed crimes, hooliganism, theft, murder, etc. In order to minimize this problem, orphanages, boarding schools, colonies for minors, etc. began to open. The state has fully assumed the responsibility of maintaining, providing, re-educating, if necessary, this category of orphans. In accordance with historical changes, there have been changes in the upbringing of orphans in modern Ukraine. However, today, the problem of orphans is not comprehensively addressed, many issues such as: social, legal, moral and other aspects need constructive analysis and implementation at the state level.

A brief definitive analysis of keywords is worth being conducted in the article. Thus, biological orphans are children who grow up without parental care, whose parents have died. Social orphans are children deprived of parental care, orphans with «living» parents, in particular children whose parents are deprived of parental rights for various reasons (alcoholics, drug addicts, prisoners, etc.), abandoned their children, evading parental responsibilities, as well as the children of migrant workers who are not raised by parents (relatives: grandparents, aunts, etc.). Note that the children of migrant workers, today, are also considered orphans who have been left without parental care, but they are called – «Euro-orphans». Orphans are characterized by a number of certain features (psychological, physiological, spiritual, emotional, etc.). This situation is caused by the fact that such children do not receive enough attention and care for harmonious development (mental, physiological, spiritual, etc.) [5, 167].

Attention is paid to the category of «orphan youth», which requires a differentiated approach. Orphan youth is a special socio-demographic group (aged 14-16 (lower age limit) to 25-30 years or more (upper), which due to various reasons (death of parents, criminal activity, mental disorders, addiction) is brought up and grows without a family. The role of parents is performed by guardians, foster parents, educators of boarding schools.

This period of growing up is associated with social maturity: completion of boarding school, the beginning of an independent career, issues of a material nature, marriage, birth of children, and so on. These stages of life of an orphan do not occur simultaneously, but they are different, and not always positive and successful. This is dictated, first of all, by the specifics of education and conditions of upbringing of such children (closed institutions, orphanages, family orphanages or foster families); education of their independence and self-confidence, skills and desire in solving various issues of legal, personal and domestic nature. The choice of preventive methods of influence and achievement of the set tasks on preventive education and upbringing of a young person with the status of an orphan depends on the type of institution in which the orphan was brought up.

The formation of a young orphan's personality is influenced by social factors, such as peers, reference groups, important authorities, society, social networks and others. However, if for children who live in a family, it is the primary source in the development and formation of values and value orientations of the child, its adaptation and socialization to life in society, then in this regard, orphans do not have such a family. Accordingly, the influence of these institutions on the formation, development, formation and socialization of orphans becomes significant, but according to statistics, not always positive and youth self-awareness and lifestyle of orphans need to be corrected.

Socialization – is the involvement of man in the social environment, through its acceptance and transformation into their own life world, in accordance with their requirements and capabilities, individual traits, achievements and social experience in its broadest sense. Socialization occurs through imitation, suggestion, transfer of experience and gaining various impressions in life situations:

▪ is the process of consistent entry of the individual into the social environment, accompanied by the assimilation and reproduction of the culture of society, due to human interaction with spontaneous and purposefully created living conditions at all his age stages;

▪ is a two-way interdependent process of interaction between man and the social environment, which involves its inclusion in the system of social relations both through the assimilation of social experience and independent reproduction of these relations, during which a unique personality is formed;

▪ is the mastery of norms and rules of life in society, knowledge and skills to build relationships that allow individuals to acquire the following characteristics: attitude to another person as self-worth, the ability to self-sacrifice as a condition or way to implement such attitudes to others, creative life, ability to free will, the ability to project the future, internal responsibility to yourself and other people, the desire to understand the meaning of life;

▪ it is a process and result of assimilation and active reproduction by a person of socio-cultural experience (knowledge, values, norms, traditions) on the basis of his activity, communication and relations, an obligatory factor of personality development. Thus, socialization – is the process of human entry into society through the assimilation of generally accepted values, norms and rules of life [3].

For orphans, the process of socialization is important and leading in life. First of all, the formation of a young person's personality is carried out under the influence of social institutions, the most important of which is the family, which, as already mentioned, is not in our category. However, other institutions have a significant impact on the socialization of orphans, including: educational institutions (vocational school, higher vocational school, institutions of higher education), youth organizations, natural groups, communities, reference groups, the Internet, the media, the Church etc. This number of institutions gives the young person the opportunity to choose and understand the world around him, and a certain level of socialization.

Originality. It is a well known fact that orphan youth have certain disorders of socialization of the individual. Usually, this is reflected in later life. This provides grounds for the introduction of an effective method of «living book» as the latest psychological and pedagogical technology for social support, preventive education and upbringing and preparation for independent «adult» life of orphans.

First of all, we note that «psychological and pedagogical technology» is a meaningful technique of implementing a system of all components of the psychological and pedagogical process, aimed at achieving this goal.

The main features of psychological and pedagogical technology are as follows:

a) conceptuality – a clear, consistent psychological and pedagogical development of the goals of teaching and education;

b) diagnostic definition of goals – theoretical and prognostic study of conditions, methods, means of implementation of psychological and pedagogical innovations, forecasting the results of educational activities;

c) cost-effectiveness (expresses the quality of the educational process) – structuring, organizing, consolidating information that must be perceived and assimilated;

d) algorithmicity, design – the division of technology into stages, repetition and rhythm of actions that provide a didactic result;

e) adjustment – the development of psychological and pedagogical skills that allow to make procedural changes in technology while maintaining the main didactic goals;

f) visualization – complex application of technical, computer means of training and control.

In educational practice, the following levels of functioning of psychological and pedagogical technology are distinguished:

▪ general psychological and pedagogical, which represents a holistic educational process in the region, educational institution and identical to the psychological and pedagogical system, as it contains a set of goals, tools and methods of teaching (education), algorithm of teachers, psychologists, social workers, educators and students;

▪ subject-methodical, which outlines the use of technology as a separate method within one subject;

▪ local, in which psychological and pedagogical technology is implemented as a technology of individual parts of the educational process in order to solve certain didactic and educational tasks [4, 12-13].

The method of «living book» is referred to the third level of psychological and pedagogical

technology with an innovative approach. Such a method involves the use of innovations to solve psychological and pedagogical problems – locally, especially the target audience (orphan youth), as well as the speaker (happy adult) – an orphan in the past, who has achieved some success in life and can tell from his own experience the history of formation, achievement, adaptation and socialization.

A «living book» is a person who seeks to speak openly about his status without being ashamed or hiding it. He is ready to discuss controversial issues, facilitate discussions, be able to reveal the secret pages of his life related to violence, humiliation, stigmatization, etc. and share life experiences of overcoming such situations. Such a person should be open in communication, positive-emotional and focused on the optimistic direction of the conversation-story. Even if the story is about negative experience in the life of a «living book» (because, as a rule, there are such), it is always worth noting the positive result of solving such life trials that will motivate the audience of orphans to the final conclusions: whatever happens in life, there is always a way out, and there will be people who will help.

The «living book» method is extremely effective, as orphans perceive a person who acts as a «living book» a priori as their own and can openly ask questions, communicate, entrust them with the most secret pages of their lives and ask for help.

The «living book» can be invited to both group and individual «readings». It already depends on the goal set by the organizers (teachers, psychologists, educators) who work with orphans. However, difficulties still arise in finding such a person. First of all, it should be an adult and responsible person (in the past an orphan) who wants to tell strangers about his status and experience objectively, and sometimes critically; clearly understand the essence of the title of the «Book», which it can become; be ready to answer incorrect questions, not to worry about it and be able to calmly explain his point of view; ready to answer the same questions; ready to end the conversation if the need arises; agree to take part in the event (which is scheduled for a specific day and time) [2, 7].

Conclusions. According to statistics, a small percentage of orphans will succeed in the future. There are a number of reasons for this problem that should be mentioned: the crisis of public and state institutions that ensure the observance of fundamental rights and freedoms of the child (emergency housing, job security, etc.); negative impact of society on socialization and personality formation in social, moral, intellectual and physical terms (full state support), which involves providing the orphan with his basic needs on the one hand, but negatively affects socialization and adaptation to life in society. Hence the problems with the ability to manage money, plan the budget, the ability to cook, arise. And, such difficulties motivate orphan youth to look for easier ways to earn money and get away from reality.

The prospects for further research can be seen in presenting the results of the study in the context of preparing orphan youth for family life.

Список використаних джерел

1. Безпалько О. В. Соціальна педагогіка в схемах і таблицях : навч. посіб. / О. В. Безпалько. – К. : Логос, 2003. – 134 с.

2. Жива бібліотека : творчість та інновації : методичні поради / Хмельницький ОУНБ ім. М. Островського. – Хмельницький, 2012. – 19 с.

3. Коробова Л. О. Особливості соціалізації дітей в умовах дитячого будинку / Л. О. Коробова [Електронний ресурс]. – Режим доступу : http://dspace.udpu.org.ua:8080/jspui/bitstream. – Назва з екрана.

4. Чепіль М. М. Педагогічні технології : навч. посіб. / М. М. Чепіль, Н. З. Дудник. – К. : Академвидав, 2012. – 224 с. – (Серія «Альма-матер»).

5. Шиделко А. В. Сирітство в Україні : психологічні особливості біологічних і соціальних дітей-сиріт / А. В. Шиделко // Науковий вісник Львівського державного університету внутрішніх справ. Серія психологічна. Львів, 2018. – Вип. 2. – С. 165-173.

References

1. Bezpalko O. V. Sotsialna pedahohika v skhemakh i tablytsiakh [Social pedagogy in schemes and tables: textbook]: navch. posib. / O. V. Bezpalko. – K. : Lohos, 2003. – 134 s. (in Ukrainian).

2. Zhyva biblioteka : tvorchist ta innovatsii : metodychni porady [Living library: creativity and innovation] / Khmelnytskyi OUNB im. M. Ostrovskoho. – Khmelnytskyi, 2012. – 19 s. (in Ukrainian).

3. Korobova L. O. Osoblyvosti sotsializatsii ditei v umovakh dytiachoho budynku [Features of socialization of children in the conditions of an orphanage] / L. O. Korobova [Elektronnyi resurs]. – Rezhym dostupu : http://dspace.udpu.org.ua:8080/jspui/bitstream. – Nazva z ekrana. (in Ukrainian).

4. Chepil M. M. Pedahohichni tekhnolohii [Pedagogical technologies] : navch. posib. / M. M. Chepil, N. Z. Dudnyk. – K. : Akademvydav, 2012. – 224 s. – (Seriia «Alma-mater»). (in Ukrainian).

5. Shydelko A. V. Syritstvo v Ukraini : psykholohichni osoblyvosti biolohichnykh i sotsialnykh ditei-syrit [Orphanhood in Ukraine: psychological features of biological and social orphans] / A. V. Shydelko // Naukovyi visnyk Lvivskoho derzhavnoho universytetu vnutrishnikh sprav. Seriia psykholohichna. Lviv, 2018. – Vyp. 2. – S. 165-173. (in Ukrainian).

Резюме
Шиделко А. *кандидат социологических наук, доцент,*
Львовский государственный университет внутренних дел
Кузьо Л. *кандидат психологических наук, доцент,*
Львовский государственный университет внутренних дел
«ЖИВАЯ КНИГА» КАК ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ ТЕХНОЛОГИЯ ВОСПИТАНИЯ СИРОТ

Освещена проблема воспитания детей-сирот. Представлен краткий анализ социально-исторического явления сиротства, опеки детей-сирот в конце XIX в., а также воспитание и обеспечение детей-сирот в советское время и на современном этапе. Цель статьи – обратить внимание научного общества на проблему сиротства и осветить один из эффективных методов работы с детьми-сиротами в психолого-педагогической деятельности психологов, педагогов, воспитателей.

Ключевые слова: дети-сироты; сиротская молодежь; социализация; воспитание; «Живая книга».

Резюме
Шиделко А. В. *кандидат соціологічних наук, доцент*
Львівський державний університет внутрішніх справ
Кузьо Л. І. *кандидат психологічних наук, доцент,*
Львівський державний університет внутрішніх справ
«ЖИВА КНИГА» ЯК ПСИХОЛОГО-ПЕДАГОГІЧНА ТЕХНОЛОГІЯ ВИХОВАННЯ СИРІТ

Висвітлено проблему виховання дітей-сиріт. Представлено короткий аналіз історичних аспектів виникнення явища сирітства й опіку над ними наприкінці XIX ст., за радянських часів, і на сучасному етапі. Мета – звернути увагу наукового товариства на проблему сирітства й висвітлити один із ефективних методів роботи із дітьми-сиротами у психолого-педагогічній діяльності психологів, педагогів, вихователів.

Проведено короткий дефінітивний аналіз ключових слів дослідження: біологічні діти-сироти, соціальні діти-сироти, євро-сироти, сирітська молодь, психолого-педагогічна технологія, метод «живої книги, «Жива книга». Зазначено, що на формування молодої особистості сироти чинять вплив соціальні чинники, це однолітки, референтні групи, вагомі авторитетні особи, соціум, соціальні мережі та ін. Однак, якщо у дітей котрі живуть у сім'ї, вона є першоджерелом у розвитку й формуванні цінностей дитини, адаптації й соціалізації її до життя у суспільстві, то у дітей-сиріт сім'ї немає. Вплив означених інституцій на формування, становлення й соціалізацію дитини-сироти набуває вагомого рівня, проте, не завжди позитивного характеру й молодіжна самосвідомість і стиль життя у сирітської молоді потребує корекції.

Розкрито метод «живої книги» – який є третім рівнем психолого-педагогічної технології з інноваційним підходом. Метод передбачає використання нововведення для розв'язання психолого-педагогічних задач – локально, передусім, цільову аудиторію (сирітську молодь), а також спікера (щасливого дорослого) – дитину-сироту в минулому, котра досягла певного успіху в житті та може розповісти з власного досвіду свою історію становлення, успішних досягнень тощо. «Жива книга» – це людина котра відкрито говорить про свій статус не соромлячись і не приховуючи його. Обговорює спірні питання, сприяє дискусії, уміє розкрити потаємні сторінки свого життя пов'язаного із насиллям, приниженням, стигматизацією тощо і ділиться життєвим досвідом виходу із таких ситуацій. Така особистість має бути відкритою у спілкуванні, позитивно-емоційною й націленою на оптимістичний напрям ведення бесіди. Наголошується, якщо розповідь про негативні історії у житті «живої книги» (бо, як правило, такі мають місце), варто завжди зазначати позитивний результат вирішення таких життєвих випробувань, що мотивуватиме аудиторію сирітської молоді до кінцевого підсумку: щоб не сталося у житті, завжди є вихід, і знайдуться люди, котрі допоможуть. Констатовано, що метод «живої книги» є надзвичайно дієвим, так як сирітська молодь людину, котра виступає у якості «живої книги» апріорі сприймають як свою і можуть відкрито задавати запитання, комунікувати, довірити їй найпотаємніші сторінки свого життя й попросити допомоги тощо. «Живу книгу» можна запрошувати як на групові, так і індивідуальні «читання», це залежить від мети, яку ставлять собі організатори (педагоги, психологи, вихователі), котрі працюють із сирітською молоддю.

Ключові слова: діти-сироти; сирітська молодь; соціалізація; виховання; «жива книга».