

The Issue of Training Counselors to Work with Orphans in Kazakhstan

Assylbekova Marziya, Menlibekova Gulbakut and Slambekova Tolky
Eurasian National University, Manas Street 11/1, 13, 010000 Astana, Kazakhstan

Abstract: Higher educational institutions of Kazakhstan place the utmost importance on the issues of general vocational education including theoretical, experimental and methodological issues of pedagogical and psychological training students to work with orphans. Due to this, a modern solution to the problem of pedagogical and psychological training students is possible only by conducting a good research. Herein, the issue of training future teachers to work with orphans will be solved on the basis of gained knowledge and developed methods and approaches of pedagogy and psychology. Thereby, we consider the pedagogical and psychological training students to work with orphans as basic knowledge that have good influence on students individual and professional development. The goals of research: to investigate the level of training future counselors to work with orphans.

Key words: Counselor, vocational training, orphans, social and pedagogical work, pedagogical support, socialization

INTRODUCTION

At all times in any society and country great responsibility devolves on professionals who teach and educate young people. In this respect, vocational training of counselors, who deal with educating young generation is of great importance in Kazakhstan during political, economical and social development.

In our society, we need professionals who are well-educated to help the children who have no parental care for some reasons and orphans. Hereby, it is very important to have special training of professionals, who work with orphans in accordance with the demand of society and pedagogy in the professional educational system of high schools. That's why we can mention about two directions of future professionals' development which will be achieved as a result of paying particular attention to their special training. They will develop as well-educated and competent specialists, who can deal with problems of orphans professionally in the system of vocational education and support mentally children with different social and psychological problems in the process of teaching and as individuals, who have special psychological, social and pedagogical qualification to work with orphans, who can easily help in coping with any social and psychological problems as well.

In general, psychological training of counselors allows future professionals to reach good results in their

work to investigate important issues purposefully to prevent "emergent" situations in advance to find proper solutions to social problems, to predict new possible problems and their impact and to develop different mental abilities such as focus of orientation, understanding, carefulness, attentiveness, good memorizing, contemplation, intelligence, emotional strength, compliance with the pressure, personal traits of flexibility, compliance in relations, creativity and some more personal characters and skills. As for pedagogical training of future professionals it will help teachers to chose proper ways, methods and approaches of teaching process and successfully to use them in practice while working with orphans.

So, training future counselors to work with orphans in compliance with psychological and pedagogical aspects guarantees a fruitful development of relationship and personal growth. In this connection, it is very important that special training of future professionals to support orphans mentally and pedagogically at high schools to be purposeful and is planned and accomplished on the basis of certain scientific methodology.

While accomplishing the main goals according to the address of the President of the Republic Nursultan A Nazarbayev to the nation "Kazakhstan Way-2050: One Goal, One Interest and One Future" and realizing the national project "Intellectual Nation-2020" we notice that children brought up in an orphan home have poor human,

social, psychological and physiological development. We can see it in their ignorance of native language, history, tradition and national values and the youth are interested in different religious organizations, smoking, drugs, alcohol, suicide, cruelty and theft. And they hardly adapt to social environment. And after leaving the orphan home they face a lot of difficulties and are not able to cope with them.

Children who grew up in orphan home compared to their age mates, often become criminals or victims of crime. They often lose their jobs or have problems with housing. And after hardly starting their family, they get addicted to drugs or alcohol and commit suicide. They start their personal life with lots of difficulties and mostly lead unsuccessful life.

It is stated in the law on education of the Republic of Kazakhstan that we should educate young generation according to the common human values, scientific and practical achievements and influence on their personal development, help them be spiritually strong and give professional education as well. Here by we should motivate them to seek for innovation.

The importance of having and training well-educated and qualified professionals are stated in the law on education of the Republic of Kazakhstan, "Kazakhstan 2050 strategy" and "state program of education development in the Republic of Kazakhstan for 2011-2020". These documents guide us to develop and improve the quality of training teachers gradually dealing with the issues of stepping into the world educational system.

Due to these scholars Sh.A. Abdraman, A.R. Anassova, R.I. Burganova, B.T. Kenzhebekov, K.M. Kertayeva, Menlibekova, Y.A. Nabi and Sh.T. Taubaeva have studied the theoretical, scientific and pedagogical issues of educating professionals at higher educational institutions.

Scholars of SIR countries investigate different aspects of methodological and theoretical basics of professional training of future specialists at higher educational institutions in their research. We can stand out the by Kudryavtsev (1998) as her structure-forming principles can be the basis for creating a new model of educating. V.G. Bocharova "social work was developed some years ago its different models, forms and technologies were worked out and some scientific research works in this field were conducted".

A lot of Kazakh scholars have also studied different aspects of problems of teaching future professionals. Scientists of sir countries who have investigated the orphans' development peculiarities and relationship issues

in learning process: T.A. Balassanyan, A.A. Vinogradova, E.V. Vinogradova, T.M. Zemlyanuhina, A.A. Lobanov, O.D. Mukaeva, L.I. Rumshina, T.I. Tarabarina, S.P. Unyaeva, A.A. Yarulov. They have studied the problems of educating orphans and proposed their scientific methodological ways of solving the problems. Prihozhyan and Tolstoy (1990) have investigated the peculiarities of young people's psychological development.

And Yekensberger (1994) one of the first orphan home creators, thinks that the main goal of their organization is to educate and train future counselors.

G.A. Umanov, V.V. Trifonov, L.K. Kerimov and other home scholars studied deviant behavior and reeducation issues from pedagogical perspectives. For example, Kerimov (1991) established concept of individualistic reeducation of problematic child and a certain system of the pedagogic's behavior. While Sh.E. Zhamanbalaeva studied the social aspects of deviant behaviors. These research works are also relevant to our issue under discussion, because orphans are also considered as children with deviant behavior, problematic children. Akzharkenova (1990) studying the development and history of orphans homed in orphanages and boarding schools in Kazakhstan, made her own contribution in theories and practices of teaching and educating orphans. M.P. Asylbekova dwelled on "the development of personality of orphans in orphanages basing on ethnic pedagogical foundation", he defined the term "pupils from the orphanage" and worked out the methodology of teaching activities in orphanage. Z.A. Zubairayeva made research work in the field of socialization of orphans and identified its pedagogical prerequisites. N.N. Semerenko looked into the labour education in the orphanages. However, the scholarly-pedagogical foundation of innovational activities are vital for our coming generations.

To prepare pedagogical experts in organizing pedagogical works with orphans, we need to clarify the term "orphan". Understanding of the term "orphan" helps us to identify the experts' professional preparation and we can also identify the factors which show the peculiarities of this preparation.

According to the official data of the Republic of Kazakhstan in 2012 there are 34,785 orphans. Of which 10492 children study in the state and non-state educational organizations. The 2036 children are biological orphans, 8456 children are children deprived of the parents' attendance, i.e., 81% of the orphans have their parents. Of these children, a significant number are of children whose parents refuse to take care of the them

(1740) and whose parents abandoned them (3570). So, concerning with the social issues of orphans, assisting them accordingly, protecting their rights, help them live along and rehabilitation are becoming an urgent matter in the latest time.

To prepare pedagogical experts of orphans, it is needed to develop the contents of main module programs which effect the establishment of authority to solve the social tasks of socialization of the orphans (Menlibekova 2001).

We have two ways of experiences-home and abroad in preparing pedagogical experts:

- Training experts who are already working in the orphanages (retraining)
- Training of parents who are to adopt children (adoptive parents, guardians and patronatny carers, mentor mothers)

We found out that although the state had asinificant desicions in regulating the lives of orphans when they were in need of help and when the orphan issue became a vital social issue; however, the training of the care givers and pedagogical experts have never been taken under serious attention on a state level.

According to our review of foreign practices in expert training in orphan issues, “rehabilitation and social teacher” are being trained in the Institute of Special Education and Psychology in the R. Wallenberg International University of Family and Children in Russian Federation. A course called Social and Educational Rehabilitaion of Children Who Have Lost Their Parents is introduced. Meanwhile, a great tention is paid on mastering rehabilitaion technology on the basis of Pedagogical Retraining System. However in this respect, the skills and ability development experiences are not applied in training experts who work in this field.

In the light of this, the Korean Republic has gained a significant experience. The following program is established in training the pegogical experts of orphanages: “planning, developing and analyzing activities of experts who list the needs of the children who lost thier parents.”

Nonetheless, a certain experience of training experts in a single issue is being realized in our home institutes. However, a whole general system of training experts in orphan education is not introduced in general pedagogy specialty. In the light of this, training experts in orphan education is a matter of great significance. To solve these issues, the main aim in training social pedagogical experts in higher educational institutes nowadays will be training

experts who are adapted to work with orphans and who have developed professional skills and individual qualities and abilities.

While in the Republic of Kazakhstan, pedagogical experts are being trained under three level program 5A012300, 6I012300, 6D012300 of “Social Pedagogy and Self-recognition” (bachelor, master and doctor) and 5B010500 “Defectology”.

Here in the L.N. Gumilyov Eurasian National University, a module program was established for the “social pedagogy and self-recognition” specialty. The compulsory subjects are “social pedagogy”, “history of social pedagogy”, while the special elective subjects for training experts who are to develop special behavioral aspects are “Social pedagogical work in orphanage”, “the theory and methods of teaching activities in orphanage”.

So, the theoretical analysis of the issue of training experts in orphan education in higher educational institutes provide us with the main principles of our research work.

MATERIALS AND METHODS

The methods of identifying the theoretical basis of the research work are mastering and analyzing the philosophical, historical, pedagogical, psychological, professional pedagogical researches.

To identify the conditions of social and pedagogical support, we analyze the regulatory and legal (the constitution of the Republic of Kazakhstan, the Law of Republic of Kazakhstan “on education”, the laws of the Republic of Kazakhstan “on science”, presidential addresses. State program for the development of education of the Republic of Kazakhstan in 2011-2020, concepts, concepts aimed at training specialists, social and educational concepts), curriculum documents (state standard, model plan and model programs, work programs, educational materials for higher school, textbooks, teaching aids), methodological tools.

Due to the nature of the research, theoretical analysis of the sources of information, monitoring, professional training and diagnostic methods (questionnaires, tests, interviews and surveys; opinion polls) will be carried out; experiment (identifying, establishing, observing), a statistical analysis (monitoring) of the results of activity will be carried out.

RESULTS AND DISCUSSION

In order to determine the level of training of social pedagogical teachers to work with orphans, an experimental work was carried out. The experiment

consists of 3 stages (determining, establishing and monitoring). The 5V012300 “social pedagogy and self recognition” specialty’s 19 3rd year students including 9 of the experimental group and 10 in the monitoring group are taken apart in the experiment. Experiment base is L.N. Gumilyov Eurasian National University.

The period of the experiment: To assist in the protection of orphans in the Republic of Kazakhstan approved the legal documents that have been analyzed:

- “Social pedagogy and self-knowledge” of compulsory state standard (vocational education) compulsory subjects for “social pedagogy”, “history of social education”, “self” updated social opportunities for training teachers to work with orphan children
- “I am ready to work with children?” The content of the essay. It was discussed at the meeting; training of the future social teachers to work with orphan children level of structural and conceptual model (emotional, motivational, cognitive activity of components) was created (Fig. 1)

During the experiment: The process includes the following courses:

- “Theory and methodology of the educational process of children’s homes”
- “Children’s social doctrine of the house”
- “Children of the educational process in the house of theory and methodology of”: the aim of the course the principles of the educational process in an orphanage, forms and methods of dating; to arouse students’ interest in the field of educational work develop a plan of repair work with children from different disciplines in the development of preventive and remedial education opportunities to learn
- “Children’s social and educational work of the house”: the purpose of the courses is psychological and pedagogical features of orphans, social and educational activities for children of the house objects, components, principles and forms of technology. Was designed “training for professional work with orphans children” curriculum was conducted, the results were discussed. Experimental results are presented in Table 1

Experimental group control group: The experiment in preparation for the future social teachers to work with orphan children, a high level of 25% an increase of 38.7% after the experiment, high-level, intermediate level increased to 41.2% after 42.5% in the experiment in the

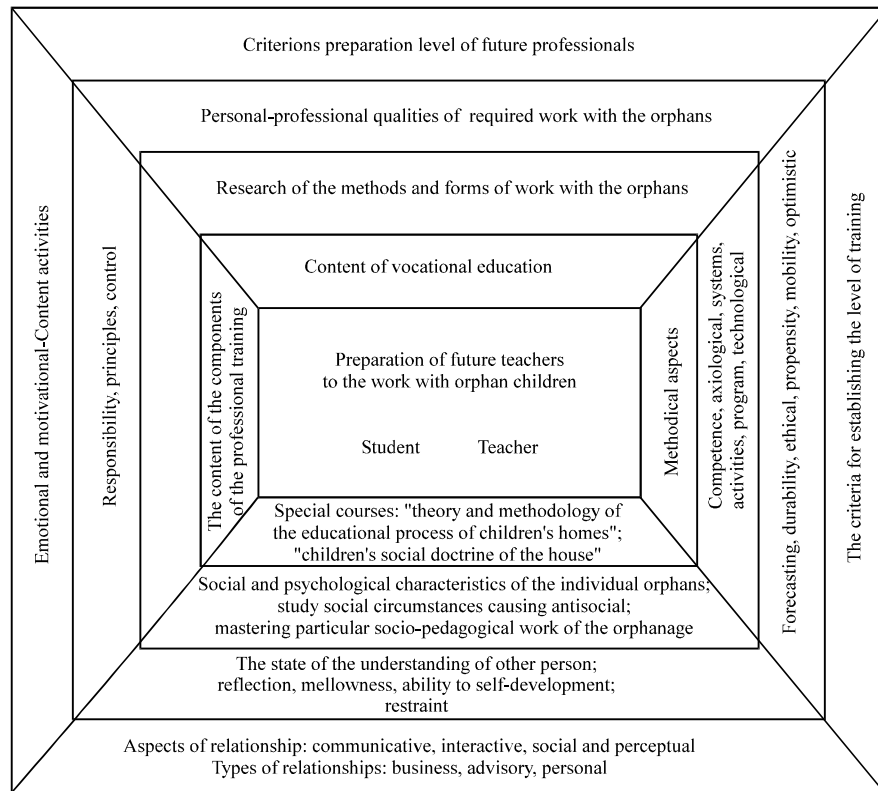


Fig. 1: The future of social education teachers work with orphan children level of structural and content models

Table 1: Social indicators of the level of training of teachers to work with orphan children in the future (%)

Levels	A group of experiment (%)		A monitoring group (%)	
	Until the experiment	After the experiment	Until the experiment	After the experiment
	Upper	25.0	38.7	22.5
Medium	41.2	42.5	42.5	45.0
Lower	33.8	18.8	35.0	26.2

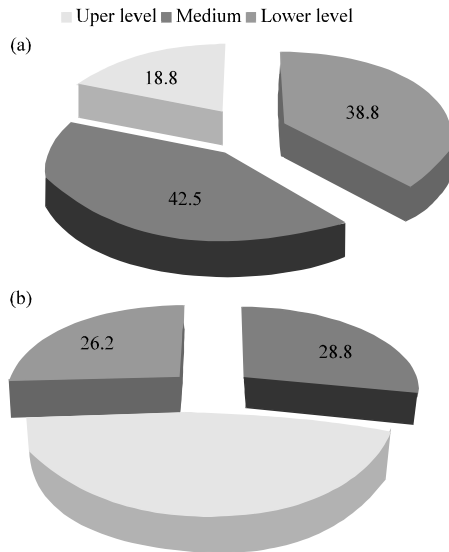


Fig. 2: The future of the final results of the social level of preparation of teachers to work with orphan children; a) experimental group and b) control group

experiment, the lower end of the experiment to 33.8%, a decline of 18.8% after the experiment. Thus, the experimental work of the future social teachers to work with children, the dimensional accuracy of the model and levels of performance, we have presented evidence of the effectiveness of the program and guidelines (Fig. 2).

CONCLUSION

The future of the social teaching of social and educational activities that will enable the introduction of knowledge and skills. Education and training is carried out in the course of study at the university.

Social and professional activity as a teacher working with orphan children. So, working with orphan children, teachers, social and psychological characteristics, the nature of relationships, the impact of technological in the category of professional and personal qualities needed to work with orphan children should be formed.

The future of social workers to work with children in this area to determine the level of research results leads to the following conclusions:

- Study on the philosophical, pedagogical, psychological, methodological analysis of the object of study, seeks to clarify the theoretical foundations of the future training of social workers to work with children and methodical rise to the opportunity to provide
- Based on the opinion of scientists dealing with this issue in the scientific training of future social workers to work with orphan children, a certain direction
- Social willingness to work with the orphan children the teacher will help solve the problems of society and the individual
- The future of the social model of the content of the training of teachers to work with orphan children (the content of the emotional and motivational and behavioral components) training of future social teachers in the education system of the Republic of Kazakhstan may be used

Nevertheless, the future of the social importance of research aimed at training teachers to work with children, the theoretical and methodological basis of the content of the educational model and the determination of the level of training, special courses as well as the introduction in the educational process, will conduct a training program. All areas of research to study the problem in a comprehensive way to target in the near future to study the technology of the future of social work with orphan children, teachers and their comparative approach to the study of foreign experience aimed at improving the quality of vocational training.

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