Advances in Science and Education, 2026, 56–58

doi: 10.70728/edu.v02.i07.012
Volume 02, Issue 07
ISSN: 3060-5415
Paper

PAPER

STUDY AND DIAGNOSIS OF THE INTEGRATION PROCESS OF ADOLESCENTS RAISED IN FAMILY-TYPE CHILDREN'S HOMES

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Abstract

This article examines the psychological characteristics of the integration process of adolescents raised in family-type children's homes into the educational system and broader social life. The study analyzes adolescents' levels of social adaptation, communicative competencies, and challenges observed in interpersonal relationships. Furthermore, diagnostic methodologies aimed at enhancing the effectiveness of the integration process were applied. Based on the findings, the significance of psychological and pedagogical support for this age group is substantiated.

Key words: family-type children's home, adolescent, integration, diagnostics, adaptation, psychological support.

Introduction

In the era of globalization, human capital serves as a key indicator of societal development. The formation of knowledgeable, socially active, and morally mature individuals is essential for ensuring social stability. From this perspective, the personal development of adolescents raised in family-type children's homes and their successful integration into the general education system and social life is a pressing issue.

Adolescence represents a complex and distinctive stage of human development characterized by increased self-awareness, the emergence of independent thinking, and the expansion of interpersonal relationships. At the same time, this period is often marked by emotional instability, lack of self-confidence, and difficulties in communication with peers. These challenges may be further intensified among adolescents who have not received sufficient emotional support within a family environment.

A family-type children's home is an alternative form of care established by the state, aimed at

Compiled on: April 14, 2026.
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recreating a family-like environment for children. However, such an environment cannot fully replace the emotional attachment to biological parents. As a result, adolescents raised in these settings frequently experience socio-psychological adaptation difficulties. They may struggle to find their place within a group, face challenges in relationships with teachers and peers, and develop low self-esteem.

This issue has been widely addressed in scientific literature. For example, L.S. Vygotsky emphasized the decisive role of social interaction and environment in personality development within his sociocultural theory. According to U. Bronfenbrenner's ecological systems theory, the interaction between micro-, meso-,and macro-level environments plays a crucial role in human development. E. Erikson identified adolescence as a stage of "identity crisis," highlighting the importance of self-concept formation and social adaptation.

Uzbek scholars have also contributed significantly to this field. In particular, R. Murtazayeva emphasized the role of psychological support in adolescents' social adaptation. Additionally, local studies indicate that although family-type children's homes have certain advantages, adolescents raised in such environments demonstrate a high need for social integration. Therefore, studying the integration of adolescents raised in family-type children's homes into educational institutions and society is important both theoretically and practically. The main objective of this study is to provide a scientific basis for improving this process through in-depth analysis and diagnosis of adolescents' integration.

Materials and Methods

The research sample consisted of adolescents raised in family-type children's homes. The following methods were employed:

Psychological observation – to assess students' behavior and participation within the classroom;

Interview method – to explore adolescents' emotional states and their perception of their role within the group;

Sociometric analysis – to determine the level of peer acceptance within the class;

Psychodiagnostic tests – to measure communicative abilities, self-confidence, and motivation levels.

The empirical study was conducted among 20 adolescents from the following family-type children's homes: "Mehribon qalb" (Furkat district, Fergana region), "Jajji qalb" (Kokand city), and "Mehr bulog'i" (Uzbekistan district).

To assess social adaptation, A. K. Osnitsky's methodology was applied. This method evaluates adolescents' ability to collaborate, establish friendships, accept social norms, and solve problems. Social adaptation is defined as an adolescent's ability to function effectively within a group, establish and manage social relationships, accept social norms, and resolve conflicts.

This methodology enables psychologists and educators to identify:

adolescents who adapt quickly to the social environment;

those who require additional support;

key areas for developing social skills.

The purpose of applying this methodology was to evaluate adolescents' social competencies, support individuals with low adaptation levels, identify strengths and weaknesses, and determine directions for personal development. Additionally, this methodology provides the following benefits for adolescents:

Self-awareness: understanding their social abilities and areas requiring improvement;

Social development: designing targeted social training programs;

Psychological support: providing counseling and interventions for low-adaptation individuals.

These methods enabled the diagnosis of key psychological aspects of adolescents' integration processes.

Results and Discussion

The findings indicate that while some adolescents successfully adapt to the educational environment, several challenges remain:

1. **Communicative difficulties** – limited ability to establish friendly relationships with peers;
2. **Lack of self-confidence** – hesitation in expressing personal opinions;
3. **Adaptation difficulties** – challenges in finding one's place in a new group;

Table 1. Levels of Social Adaptation of Adolescents Based on A. K. Osnitsky's Methodology (n = 20)

Level of Social Adaptation	Percentage (%)	Number of Adolescents	Description
Moderate Level	50%	10	Demonstrates potential for improvement through targeted support and training interventions
High Level	30%	6	Active, adaptable, initiative-oriented, and possesses leadership potential
Low Level	20%	4	Experiences difficulties in social adaptation and requires psychocorrective support

4. **Emotional instability** – проявления aggression or excessive shyness.

At the same time, positive tendencies were observed: many adolescents demonstrate motivation for self-development, interest in learning, and the ability to integrate more effectively when supported by a favorable social environment.

The results also show that consistent support from psychologists and caregivers significantly facilitates the integration process.

Conclusion

The study demonstrates that the integration of adolescents raised in family-type children's homes into the educational system and social life is a complex, multifaceted, and long-term process. It depends not only on individual psychological characteristics but also on the social environment, school community, and relationships with caregivers and peers.

Based on the findings, the following conclusions can be drawn:

1. Regular psychological diagnostics are essential to assess personal development, social adaptation, and communicative skills.

2. Correctional programs should be developed to enhance self-confidence, communication skills, and emotional stability.

3. Training for teachers and caregivers is crucial to ensure an individualized approach and the use of positive reinforcement strategies.

4. Work with peer groups is necessary to foster mutual respect, cooperation, and supportive relationships.

5. Expansion of social support mechanisms at the societal level is required to promote the rights and integration of adolescents raised in such environments.

In general, successful integration requires a comprehensive approach involving psychologists, educators, caregivers, and society. Only under such conditions can these adolescents develop into well-rounded individuals capable of finding their place in society.

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