

## Children Deprived of Parental Care and Protecting Their Interests

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**Abstract:** today among the categories of the population in need of special care - orphans and children left without parental care occupy a special place. The main task of society is to educate children as full - fledged healthy-thinking citizens, able to adapt to collective life and instill in them both professional and various life skills in their subsequent getting used to social situations.

**Keywords:** child left without parental care, citizens, orphans, families, patronage, society, orphanages, benefits.

The role of the family in society cannot be equated with any other social institutions in its power. It is in the family that a person's personality is formed. In order for it to adapt without difficulty in society, it occupies social tasks. The family participates as the first educational institution. Thus, children left without parental care should also receive upbringing and education in the family circle. Conditions are being created enough for them in our society. The decision of the president of Uzbekistan on additional measures to strengthen the social protection of orphans and children deprived of parental care and the corresponding plan clearly demonstrates the government's commitment to ensuring the right of the child to grow in a loving and caring family environment. They informed the proposals on the long-term reform of the system of social protection of children in Uzbekistan. In this case, professional employees in the field of social services are the main driving force.

According to world experience - orphans and children left without parental care are placed mainly in temporary patronage homes, shelter or boarding schools until each child is quickly found a family: children's orphanages, children's (baby) houses, general boarding schools, boarding schools for children with disabilities and directed to knowledge and upbringing without interruption from society.

Among the categories of the population in need of special public and state care, orphans and children left without parental care occupy a special place. Today, the main task of society is to bring them to adulthood as full - fledged, healthy citizens, instill in them professional and various life skills that subsequently facilitate social adaptation. "The rapid and long-term damage caused by family separation and improper alternative care, especially in institutions, is well documented. Institutions are often characterized by harmful living conditions. Children can face forced coexistence and strict routines that are not adapted to their personal needs. They are often deprived of the ability to make a choice that suits their interests. "In addition, children in alternative care are regularly separated from their families and local communities. Deprived of parental care, they are able to withstand physical, psychological, emotional and social damage, which has consequences that last a lifetime. These children are also more likely to experience violence, abuse, neglect and exploitation. "It is very important for children to provide the emotional, practical and financial support that governments need for families in the immediate and long term to prevent and respond to this crisis. At the same time, we must work on supporting a system to ensure that children deprived of parental care are treated by members of a large family and do not succumb to unsuitable alternative care. This includes:

- Ensure that families have constant access to social protection, counseling and medical care.

- Strengthening child protection services, including social service personnel, for children and families in need of protection.
- Work with employers to promote a family-friendly policy that allows caregivers to take care of the child under any circumstances.
- Keep schools and other children's services open and comfortable.

For children left without parental care, it can be concluded from the measures developed by our state that sufficient opportunities are being created for them. Special attention is paid to their education. They were also allocated quotas for their education in higher education. Graduates of orphanages and orphanages of orphanages and orphanages of orphanages, graduates of SOS – Children's neighborhoods and family orphanages, as well as orphans under the age of twenty-five who have been brought up to guardianship, patronage or family (patronage), are additionally allocated admission quotas on the basis of a state grant of up to one percent for admission to higher educational institutions. Additional quotas are distributed in the section of higher educational institutions and forms of education, and the applicant participates in the competition within the framework of the privilege in all higher educational institutions of his choice (if an additional quota is allocated for this benefit to the University within the form of Education chosen by the applicant). Participating in the competition within the framework of separately allocated quotas, applicants who are not recommended to the student will also participate in the competition in the general order in the undergraduate educational areas of their choice with the accumulated points. Also, persons in full state supply are exempted from the fee charged for participation in test tests. The process of humanization of education gives teachers methods and mechanism of opening up their intellectual moral capabilities. Teaches him to treat him with understanding and to carry it out. Eliminates conflicts between education and social relations. Maturation of future specialists as a free independent thinking person. The main task of society is to educate children deprived of parental care for life, show affection, cultivate them as a free-thinking person. Childhood is a period of formation of basic qualities that ensure a person's mental tolerance, interest in life, purposefulness. These spiritual qualities are not formed in chaos, they are important to be formed in the conditions of parental affection, in the conditions when the family feels the need for a child to be responsible for himself and others.

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