

## Socio-Pedagogical Support of Child's Upbringing in a Tutorial Family

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### Abstract

*In modern Russia Centers of Social Assistance to Family and Children (CSAFC) are increasingly important in the field of psycho-pedagogical assistance and support to tutorial families bringing children-orphan up. The article analyzes long-term work experience (1998–2014 years) of these centers professionals on the implementation of socio-pedagogical support of child's upbringing in a tutorial family technology. The authors have designed, substantiated and experimentally tested in real life a model of process of socio-pedagogical support of child's upbringing in a tutorial family in some CSAFC. The article states that the model is implemented in stages (diagnostic stage, prognostic stage, adaptation and developmental stage, and result-final stage) and under some conditions (situational and environmental conditions, administrative and organizational, professional and personal conditions). The article analyzes the results of experimental work of socio-pedagogical support of child's upbringing process in a tutorial family by CSAFC specialists. The results of a formative pedagogical experiment were: a) family climate improvement, positive emotional background strengthening in the relationship between caregivers and children, family trust improving; b) positive dynamics of type of family upbringing of a tutorial child (the authors have identified adaptive empirical type, constructive and pragmatic style, harmonious type); c) raising aspirations of tutors to cooperate with CSAFC specialists, to participate in collective creative activity together with a child on the basis of CSAFC; d) socio-pedagogical culture improving of tutors (the authors define the initial level, discrete level, sintonic level).*

**Keywords:** orphans, tutor family, upbringing, socio-pedagogical support, Center of social assistance to family and children.

### 1. Introduction

Inner circle for an orphan who sent for further upbringing under trusteeship are members of a tutor family, it is designed to satisfy the needs of its members in recognition, respect, to ensure their psychological defense and emotional support. In the process of interaction of a child left without parental care and a tutor family socialization, assimilation of a certain system of norms, values, knowledge, national and universal culture, acquisition of social competencies happens.

The analysis of empirical data and research materials (Shulga & Oliferenko, 2003; Twigg & Swan, 2007; Zaharova, 2009) suggests that an important issue of adoptive families is the objective need to improve psycho-pedagogical culture of tutors for the full realization of their upbringing functions.

Researches (Dubrovina, 1998; Shipizina & Kazakova, 2000; Sinclair, Wilson & Gibbs, 2005) show that the main causes of negative relationships in tutor family, as a rule, are: the lack of required level of socio-pedagogical and

psychological culture of tutors to improve understanding in the family, incorrect position of tutors towards the child that defines the type of family upbringing. All these lead to the necessity of implementation of socio-pedagogical support technologies for tutor families by professionals of specialized institutions of social protection of childhood.

In modern Russia for the provision of psycho-pedagogical, socio-economic, legal assistance and support to tutor families along with traditional educational institutions (kindergartens, schools, vocational schools) Centers of Social Assistance to Family and Children (CSAFC) are increasingly important. In recent years (2002–2014), in Russian social-pedagogical theory and practice CSAFC are seen as one of the most important social institutions, which focuses on younger generation upbringing and socialization.

## 2. Literature Review

In science, there are certain prerequisites for the development of any problem, which is associated with substantial justification and technological bases of socio-pedagogical support by specialists (including employees of specialized agencies of social protection of children) of process of children's upbringing in tutor families. In some works legal framework of social protection for tutor families in different countries are shown (Beckett & McKeigue, 2003; Martin, 1993; Nikitina & Gluhova, 2007; Volkova & Besschetnova, 2014). Psychological and socio-cultural aspects of family socialization of children, left without parental care and children living in tutor families, are represented in the works of a sufficient number of researchers and practitioners (Bell, 2002; Galaguzova, 2002; Ovcharova, 2001; Randle et al., 2012; Rikus & Hughes, 2008; Silayeva, 2005). Theoretical and methodological foundations of social and socio-pedagogical work with tutor families are presented in several studies (Dowling, 2006; Holland, 2010; Nikitina & Vol'hin, 2010; Oliferenko, 1999; Platt, 2007; Shulga, 2010).

However, it should be noted that despite the number of works on the problems of tutor families lives, the issues that are associated with the development of technology to provide social and psychological assistance to this kind of families by experts of Center of social help to family and children, have not received sufficient understanding in scientific researches.

In General, theoretical foundations of conducted by the authors survey were: psycho-pedagogical theories about specifics of personal development of a child in a tutor family (Lazutova, 2001; Rozhkov & Baiborodova, 2003; Prihozhan & Tolstih, 2007); theory of pedagogical support of children and families (Gazman, 1999; Oliferenko, Shulga, & Dementieva, 2004); theory of family entertainment, its role in the development of a child's personality and the strengthening of family relationships (Markovskya, 2005; Volokhov, 2002); theory of psycho-pedagogical and socio-pedagogical work with family (Biehal, 2005; Galaguzova & Mardachaev, 2002; Shakurova, 2004; Vasilkova, 2001).

## 3. Methods and Data

The study was conducted on the basis of Centers of social assistance to family and children in Moscow: "Blagopoluchiye", "Sokol", "Kuntsevo". The study involved 153 tutor families that were bringing their children left without parental care up, 86 specialists of different fields of CSAFC.

The study was used complex of methods: *theoretical methods* (analysis of scientific literature on the problems of providing socio-pedagogical, psychological, legal, economic assistance to tutors who take care of orphans in tutor family: 17 monographs, 68 dissertation researches during 2000-2014 were analyzed; analysis of regulatory documents on the organization of activity Centers for families and children; generalization, classification, modeling); *empirical methods* (observation, including enabled, conversation, questioning, testing; content analysis; the method of expert evaluation, formative pedagogical experiment and the analysis of its results), methods of mathematical statistics for data processing of experimental work.

Description of families upbringing children, and participated in experimental work: all tutorial children –179 (in 127 families there is 1 guardian child, in 26 families there are 2 guardian children). Guardian children under the age of 10 – 32; aged 11 – 12 years – 39, 13–14 years – 77 people, 15–16 years – 31 people under guardianship. Low-income families – 92; dysfunctional families (difficulties in education, deviant behavior of a guardian child; health problems of tutors and others) – 42; families with children with disabilities (children with disabilities under guardianship or own disabled child) – 5; religious families – 14. The composition of the guardians: grandmothers are 96 people; grandfathers – 13 people; aunts – 11 people; uncles – 5 people; older sisters (aged 21–30) – 8 people; cousins – 7 people; stepfathers – 3 people; teachers (class teachers) of a child – 5 people; neighbors – 3 people, inspectors of police children room – 2 people.

At ascertaining stage of experimental work these things was carried out: determination of the baseline

(background) level of relationships in the system "guardian – child", "child – other family members", "child – guardian"; determining the level of family relations disharmony; identification of the level of socio-pedagogical culture of guardians in children upbringing; identifying typical problems of tutor families, the resolution of which can help professionals of CSAFC.

At formative stage of the experimental work the implementation of models of socio-pedagogical support of a child's upbringing in a tutor family in terms of was carried out; corrected interaction of CSAFC specialists with individual families.

#### 4. Results

##### 4.1 Foster family as an institution of socialization of a child

Foster family as a form of social protection of children left without parental care is an evolving socio-psycho-pedagogical microsystem that combines children and adults sharing values, joint life, emotional life of a family.

Analysis of personal data of children from foster families who are registered in a number of Centers of social assistance to family and children in Moscow showed that there are some specific problems in guardianship that make social adaptation difficult for children. Many problems are due to old age of the guardians, the financial difficulties of the family, not allowing children to receive quality education to develop their abilities and interests, the presence of chronic diseases among the guardian children. Often older caregivers (grandparents, aged aunts and others), not coping with parenting, choose hyper protection or hyper care as styles of communication with a child. In many foster families children have to become mature early and take responsibility for their elderly tutors. These problems are smoothed out, if foster family has young positive relatives (aunts, uncles, older brothers and sisters). A number of problems in the guardianship are associated with adverse type of family relations: competition (everyone in the family wants to be first, at any cost to achieve their own goals); confrontation (there is tend to dominate, to show their superiority over others in family relationships); antagonism (family relationships have opposing sides that are not willing to compromise, this relationship may occur between caregivers and children). Amid these types of family relationships as antagonism and confrontation symptoms of "hidden abandonment", emotional estrangement of children from caregivers, and as a consequence there is neglect, absence of control over the actions of children.

Problems in foster family brought to life a phenomenon, determined by the category of socio-pedagogical support of child upbringing in adoptive families, which should contribute the development of such types of family relationships as a partnership (in the guardian family it is support and mutual assistance, the family satisfied the basic needs of all family members, everyone, regardless of age, feels his importance, gets help and understanding from all members of the family); parity (referring to the "allied" relations based on achieving total benefits satisfactory to all parties).

##### 4.2 Nature and specificity of socio-pedagogical support of a child upbringing in a foster family in terms of CSAFC

In scientific literature there is no unequivocal interpretation of the concept of "socio-pedagogical support of education". Taking into account various authors' approaches to the understanding of socio-pedagogical support (Mardachaev, 2010; Oliferenko, 1999), and also on the basis of our own results a definition was formulated: socio-pedagogical support of bringing a child up in a foster family in terms of CSAFC this is a purposeful process of learning characteristics of adoptive families, forecasting its problems and difficulties to assist their prevention and treatment, enhancing motivation of guardians to cooperate, focused on the formation and development of its members interpersonal, family and social relations, harmonization of relations in "guardian – child – other family members" system based on the inclusion of children and caregivers in cultural, educational activity on the basis of the Center. This support promotes socio-pedagogical culture of the guardians.

Socio-pedagogical culture of tutors is their adequate educational position in relation to the child – psychological-pedagogical, educational orientation of a guardian, based on unconditional acceptance of a child expressed in the ways and norms of interaction with him, which fully comply with individual option of a child's development. The position of a guardian as a mentor should be: adequate (closest to the objective assessment of psychological and personal characteristics of a child, and construction of educational impact based on such evaluation); dynamic (ability to modify methods and forms of communication and impact on a child in relation to his age features, specific situations, living conditions of a family).

#### 4.3 Model of socio-pedagogical support of upbringing of a child in a foster family in terms of CSAFC

Based on the analysis of job descriptions and functional of CSAFC specialists, analysis of experience of CSAFC specialists with members of foster families, legal documents on social protection and support for foster families, there has been developed a model of socio-pedagogical support of a child's upbringing in foster family in terms of CSAFC, which includes interconnection of following modules:

- *task-target module* (the goals of socio-pedagogical support are assistance in establishing harmonious family relations; development of psychological, pedagogical, legal culture of guardians; maintenance tasks are strengthening of physical and mental health of guardian children, ensuring intellectual and personal development of a child, care about emotional well-being of children; promotion of personal development of a child during interaction with members of foster family, promotion of social adaptability of juvenile; creation of a system of psychological and pedagogical education of caregivers on the basis of the Centre and others),
- *problem-content module* (involves identifying current and future problems of life of foster families; establishment of trust relationship between specialists of the Centre and tutors; identify of family education features and determination of type of assistance needed; joint activities of the Centre staff and guardians to encourage activity of school age children in study; consultation of guardians on matters of education; involvement of tutors and children in carrying out various cultural and educational events at the Centre and others),
- *organizational and technological module* (includes a system of measures for family climate improvement; providing the necessary of socio-pedagogical, psychological, medical rehabilitation, legal, socio-economic support to the family; forms and methods of support: individual consultations, conversations, visiting families at home; adopting, social supervision for foster families "at risk" and others), group (training, creation of self-help groups, organization, clubs, family entertainment and other), the collective mass (meetings, holidays and other), information-visual (manuals, exhibitions and other);
- *evaluation criteria module* (includes criteria of socio-pedagogical support effectiveness of foster families in terms of CSAFC: namely:
  - motivationally-values criterion – guardians awareness of need to interact with experts of CSAFC, guardians desire to cooperate with experts of the Centre, to improve their psycho-pedagogical culture and other;
  - informative criterion is systematic work of tutors in the field of knowledge of personal characteristics of a child; guardians cooperation with experts of the Centre for the development of optimal educational position of guardians, adequate to individual characteristics of personality of their child and others;
  - procedural activity criteria – purposeful work of tutors with support of experts of the Centre for the improvement of family climate, creation and implementation of a system of upbringing of a child in a foster family, development-oriented social adaptability of a minor, variation of forms, methods, means of upbringing of a child in a foster family, taking into account his age, personal characteristics, and others;
  - socio-psychological criterion is family climate improvement, raising the level of psycho-pedagogical culture of guardians;
  - socio-adaptive criterion – formed social foundations of adaptability of guardian children, skills of self-organization of social positive leisure activities; for foster families "at risk" (child neglect, frequent departures of children out of the house and others), you should add negative criterion of statistics of recurrent homelessness among guardian children in micro society of CSAFC; their full integration into society).

Effectiveness of implementation of socio-pedagogical support of child's upbringing in foster family in terms of CSAFC is shown in the following groups:

- *situational and environmental conditions*, which include: accounting the identity of living conditions of each foster family, age of tutors and children; taking into account the level of competence of guardians in matters of education; the impact on identity of a child from adoptive family through collective club associations of centre and others;
- *administrative and organizational conditions* that include: early detection and timely socio-pedagogical diagnostics of foster families problems of CSAFC district; gradual involvement of tutors in educational and preventive work with children, aimed at neutralizing the negative impact from side of the nearest environment of minors through the organization of leisure activities at the Centre; creation of a Centre-based environment for the development of various forms of family entertainment and others; combination of individual approach to each family with organization of work with all foster families of the Centre for the development of cooperation and mutual support between families; relationship of various interactive forms and methods of work with foster

families;

- *professional and personal conditions*, which include: mutual trust in relationship between the Centre staff and tutors; professional competence of specialists of different profile of the Centre, participating in socio-pedagogical support; consistency and continuity in the work of multi-professional team of the Center for families and children with foster families.

## 5. Discussion

### 5.1 Characteristic of types (species) of family upbringing of a guardian child and levels of socio-pedagogical culture of guardians

The result of socio-pedagogical support of a child's upbringing in a foster family at the Center of social assistance to families and children is a positive dynamics of improving the type (species) of family upbringing of a guardian child. The authors define the following types of family upbringing of guardian children.

*Adaptive empirical type* is characterized by a low level of family integration. In such families each person lives his life. The level of psycho-pedagogical enlightenment of guardians is low. Guardians do not feel the need to obtain systematically their psycho-pedagogical knowledge. As a consequence, the children's upbringing is not given adequate attention, using "trial and error" method guardians and children adapt to each other. However, it is very important that there is deviant behavior of neither adults nor children in the family.

*Constructive and pragmatic style* of upbringing of a child in a foster family is characterized by a high level of education and culture of guardians. Unlike the first group, the focus is on the family's welfare. However, there is some indifference to interests and hobbies of children, in dealing with the child a lack of emotional culture of guardians can be seen. As a rule, tutors determine child's leisure activities, without regard to his desires and needs.

As for *harmonious type* of upbringing in a foster family, it is characterized by a high level of emotional and moral culture of guardians, which is expressed in the style of family upbringing, adequate individual variant of a child's development; in the manner of communication of adults and children. The guardians accept their child as a person, take into account his interests and hobbies. In these families, tutors strive for unity of pedagogical requirements. Seriously referring to upbringing, these families can easily go to the contact with specialists of CSAFC, seeking to expand their knowledge of pedagogy and child psychology.

An important result of the process of socio-pedagogical support of upbringing of a child in a foster family at the Center of social assistance to families and children is also to increase the level of socio-pedagogical culture of guardians. At the *initial* level of this culture a little formal attitude to a child is shown, the number of joint family interests is limited; there is weak emotional-volitional regulation of family members when interacting with each other. *Discrete* level of socio-pedagogical culture of guardians is manifested in the existence in family relationship such spheres of interaction with child, where harmonious relationship is established, but there are problems where guardians feel lack the pedagogical and psychological knowledge; cultural and leisure activities of children and tutors are not very active. *Sintonic* level of socio-pedagogical culture of guardians is characterized by harmonious family relations, guardians orientation to comprehensive upbringing of their child and healthy lifestyle, guardians activeness in solving family problems, a wide range of common family interests; diversity of species and forms of common family entertainment.

### 5.2 Characteristics of family leisure weekend club "Raduga" life

On the basis of theoretical analysis of the research problem, the authors developed and tested the program content of the functioning of family leisure weekend club "Raduga (rainbow)", organized on the basis of CSAFC "Kuntsevo". The purposes of the club were: improvement of skills in organizing leisure activities for foster families; promote the harmonization of relations in the system "guardian – child – other family members"; increasing of psychological and pedagogical literacy of guardians; forming the foundations of culture of family entertainment of children; improvement of self-organization of leisure activities for tutors and children. The club was based on the principles of voluntariness, trust. At first there were 8 foster families in family leisure weekend club "Raduga", then on the basis of obtained information about the first stages of the club's activities 3 more families joined. Teaching staff of CSAFC implemented the following directions: esthetic development (theatres, museums, exhibitions and so on); regional studies, health and fitness, leisure time; culinary arts; labor education; computer games. In the process of forming of pedagogical experiment the guardians showed great interest in what their children were doing in the Center. With great pleasure, the tutors looked at the children's works, done at Center lessons and placed on a special stand: paintings, models, applications, etc.



In the course of experimental work diagnostics of families was carried out (members of club association) to identify the nature of relationship in the system "guardian – child – other family members". In particular, the following methods were used: Rene Gilles method (table 1), modified by the authors taking into account the specifics of the research C. I. Markov questionnaire, "Interaction in systems "child – members of family" (Tables 2 and 3), diagnostic methodology "Family picture", "Guardians' perception of their child" questionnaire (G. F. Dementieva), "Type of family socialization" questionnaire (I. Y. Shilov), E. Sheffer and B. Bell's method (PARI). Based on the analysis of data obtained from visiting families at home, interviews with all family members some peculiarities and specifics of family upbringing were determined. As respondents children aged 11-13 years were taken, the age of the tutors, who took part in experimental and diagnostic work, was 35-55 years. At the final stage of experimental work the comparison and aggregation of indicators of results of experimental work was carried out (Tables 1-3).

**Table 1.** Results of diagnostics of young teenagers from foster families by Rene Gille's method

Scale (in points)	2011 year. (n=37)		2014 year. (n=35)		p
	$\bar{x}_1$	$\sigma_1$	$\bar{x}_2$	$\sigma_2$	
Authority of a guardian	12.7	3.32	15.4	3.96	<0.05
A child's curiosity	9.5	3.96	12.6	4.38	<0.05
Desire of a child to privacy	7.9	4.38	5.2	4.21	<0.05
Social adequacy of child's behavior	7.1	3.44	10.4	3.1	<0.05
Desire of a child to cooperate with family members	10.4	5.12	16.1	5.2	<0.05

**Table 2.** Diagnostic results of the guardians test "Interaction in the system "guardian - child"

Scale (in points; max=15)	2011 year. (n=37)		2014 year. (n=35)		p
	$\bar{x}_1$	$\sigma_1$	$\bar{x}_2$	$\sigma_2$	
Acceptance a child by a guardian	6.7	0.98	8.3	1.19	<0.05
Agreement between a guardian and a child	7.6	1.49	8.4	1.63	<0.05
Emotional intimacy of a guardian to a child	7.3	1.96	8.9	2.43	<0.05
Cooperation in various spheres of family life	7.1	1.65	8.2	1.78	<0.05
Satisfaction of a guardian with his relationship with a child	8.3	1.54	9.8	1.73	<0.05

The symbols used in the table  $\bar{x}_1$  and  $\bar{x}_2$  – averages;  $\sigma_1$  and  $\sigma_2$  – standard deviations respectively;  $p$  is the probability of errors.

**Table 3.** Results of the guardian adolescents' diagnostics by "Interaction in the "child - guardian" system test-questionnaire

Scale (in points; max=15)	2011 year. (n=37)		2014 year. (n=35)		p
	$\bar{x}_1$	$\sigma_1$	$\bar{x}_2$	$\sigma_2$	
Authority of a guardian	6.4	1.89	8.2	1.82	<0.05
Cooperation in various spheres of family life	6.2	1.91	8.4	1.93	<0.05
Emotional closeness of a child to a guardian	5.1	2.62	6.1	2.18	<0.1
Agreement between a child and a guardian	6.6	1.63	7.8	1.49	<0.05
Satisfaction of child's relationship with his guardian	7.9	1.49	8.6	1.58	<0.05

The results show that the majority of tutors at the final stage of pedagogical experiment emotionally accept their child sympathize him. They tend to spend with their child a lot of time making significant efforts for the development of his outlook, approve, support his educational, sporting, artistic interests, contribute to the realization of his plans. A large number of points guardians scored on a scale of "Cooperation in various spheres of family life", which indicates their interest in business and plans of a child. The guardians try to help their child in his endeavors, and appreciate his creativity, as a rule, they feel a sense of pride of him. However, the results of scale, reflecting shape and direction of control over the behavior of a child were recorded, in particular, the guardians are closely watching the social achievements of child's thoughts, feelings, usually disapprove and condemn manifestation of self-will of a child. According to the results of a comprehensive diagnosis tutors were identified who see their child as socially

disadvantaged, tend to infantilizing him (the child is seemed younger than he actually is). Such guardians see the child as not suited to life, and therefore, they try to protect him from difficulties of life and strictly control his actions.

Analysis of results of specialists of the Centers of social assistance to family and children operations in the process of interaction with tutors showed that the usage of differentiated approach to provide socio-pedagogical support of a child's upbringing in a foster family, realization of a complex of variable and a variety of interactive forms and methods of this support is quite effective. The result increased the liability of the tutors for the upbringing of children in the family, constantly improving their pedagogical knowledge; created an atmosphere of mutual understanding and trust between guardians, teachers, and children; helped in sharing best practices of family upbringing between tutors on the basis of CSAFC; provided joint success in the upbringing and education of children; developed the culture of family leisure (table 4).

**Table 4.** Summary table of results of expert evaluation of foster families lives, members of the club association "Raduga" of CSAFC Cssid (in % of the total number of families (n=53) involved in the experiment)

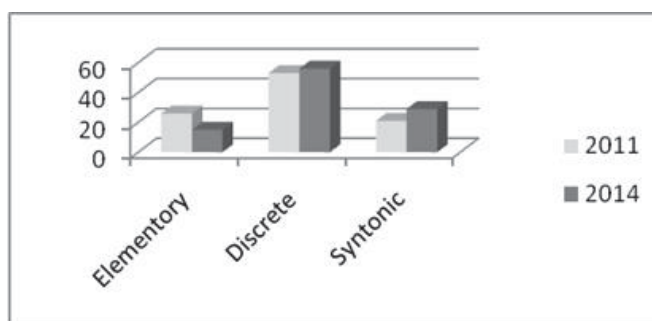
Options	2011 year.	2014 year.
Various forms of joint family leisure	37.7	58.5
Guardians are able to plan and organize their family leisure	39.6	50.9
Children in foster families take an active part in planning and organization of family leisure	17	28.3
Existence of common family hobbies	15.1	26.4
Guardians develop educational interests of children	35.8	49.1
Guardians with children watch and sure discuss TV shows, books, visiting museums, etc.	34	56.6
Supportive family climate	35.8	54.7
Guardians follow CSAFC expert's advice	22.6	49.1

Data analysis deferred inspection showed that the most foster families who participated in this experimental work, has formed a harmonious type of family upbringing of children (table 5).

**Table 5.** The number of foster families (participants) attached to the Centers of social assistance to families and children in Moscow related to various types of family upbringing (% of total number of families (n=53))

Date of diagnostic	Adaptive empirical type	Constructive and pragmatic type	Harmonious type
February 2011 r.	20.8	67.9	11.3
June 2014 r.	15.1	64.1	20.8

Many families noted the positive dynamics of changes in the types of family upbringing (table 5), level of family leisure culture increased (Figure 1).



**Figure 1.** Dynamics of changes of levels of development of socio-pedagogical culture of guardians

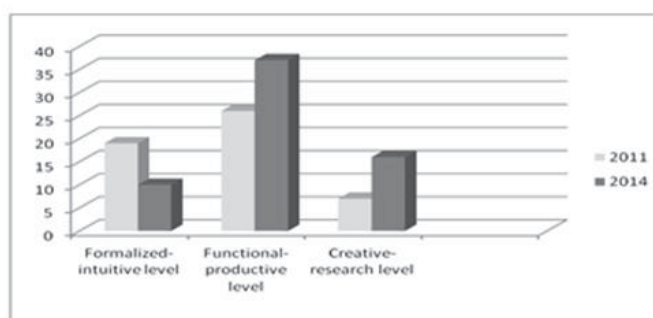
In the process of implementing the model of socio-pedagogical support of bringing a child up in a foster family in terms of CSAFC the guardians changed motivational stance: reliance on professional advice of experts of the Centre increased, the number of guardians wishing to cooperate with specialists increased. The main achievement of this formative pedagogical experiment was improvement of microclimate in families and family trust increase, positive emotional background in relationship between guardians and children.

In the control phase of the experimental work on the basis of criteria (motivationally valuable, informative, procedural activity, socio-adaptive) dynamics of changes in quality of characteristics of socio-pedagogical support of upbringing of a child in a foster family in terms of CSAFC was determined:

*formalized intuitive level* (characterized by formal relation of CSAFC specialists to the performance of functional responsibilities in support of foster families registered in the Centre; guardians and experts of the Center empirically try to establish contact with each other);

*functionally productive level* (between Centre staff and members of foster family there is a productive personal and business contact; each member of a multifunctional team of specialists of the Center quickly and efficiently performs its functions in support of raising a child in a foster family; in the process of maintenance some positive experience of dealing with particular disabilities of guardianship are accumulated);

*creative research level* (Center specialists design perspective to support child's upbringing in a foster family on a scientific basis, based on systematic data analysis of socio-pedagogical monitoring of foster families; demonstrate a creative approach to the implementation of various technologies, forms and methods of this support for each family; build and implement individual unique trajectory of tracking child's development in adoptive families) - Figure 2.



**Figure 2.** Dynamics of changes in levels of socio-pedagogical support of child's upbringing in a foster family in terms of CSAFC

## 6. Conclusion and Final Considerations

Currently, it is safe to say that in modern Russia, social pedagogues and other specialists of CSAFC has extensive experience with foster families of a specific area, attached to CSAFC with the aim of improving the type of family upbringing of children left without parental care.

The interaction of CSAFC specialists with members of foster family is a special kind of socio-pedagogical work requiring a comprehensive special psychological, educational, legal, medical, physiological, socio-cultural, socio-economic, ethnic pedagogical, socio-pedagogical knowledge, tact, professional tolerance.

Foster family at different stages of children's upbringing is faced with problems and difficulties that require assistance and support of the specialists of the Centre of social assistance to family and children. The basic professional interaction of CSAFC specialists with families is the process of socio-pedagogical support of a child's upbringing in a foster family, whose efficiency can be achieved if:

- substantial-technological basis of support is determined taking into account actual and potential difficulties in the process of interaction and upbringing of a child in a foster family, aimed at the prevention and overcoming;
- individual and differentiated approach to work with tutors, children is provided, counting the peculiar conditions of life of each family and specificity of foldable intra-family relationships, the level of socio-pedagogical culture of guardians in education field;
- mutual trust in the relationship between members of adoptive families and professionals are established;
- individual, group, collective forms and methods of interaction with members of foster family are combined organically, the subject of support acts as a mediator and participant of support and assistance to tutors, attracting necessary specialists, depending on situation in foster family, it is implemented professional unity of all of the Center's specialists working with families of pupils, purposefully activate pedagogical potential of family upbringing.

In General, socio-pedagogical support of a child's upbringing in a foster family in terms of CSAFC includes:



multidimensional study of family to identify its opportunities for upbringing of children; group of tutors in terms of their socio-pedagogical culture, moral potential in the field of different ages children's upbringing; development and implementation of an integrated programme of joint actions of CSAFC specialists and tutors in the development of their socio-pedagogical culture; analysis of intermediate and final results of educational activities.

In the framework of the performed study it is not possible to disclose fully all aspects of this complex and its multifaceted subject. Promising areas for further research are: gender dimension of socio-pedagogical support of upbringing in a foster family; scientific and methodological support of training of specialists for work with foster families; development of forms of social partnership of CSAFC and other social institutions to optimize support of children's upbringing in foster families.

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