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THE PERSONAL PARADIGM AS A METHODOLOGICAL IMPERATIVE FOR RAISING ORPHANS IN THE CURRENT UKRAINIAN MILITARY REALITY

ABSTRACT

The article focuses on substantiating the psychological and pedagogical characteristics of the socialization of orphaned children in society and revealing the theoretical essence of the personal paradigm as a methodological imperative for raising orphans in the context of Ukraine's current military realities. The issue of the growing number of orphans in Ukraine due to the introduction of martial law is highlighted, along with new challenges in child rights protection, particularly for those who have lost parental care during the war. The main factors contributing to the spread of orphanhood are identified, including the deportation of Ukrainian children by the Russian aggressor, among whom a significant proportion are orphans.

The problems and consequences of integrating orphaned children who have experienced family deprivation into society are analyzed. The specific damages related to deprivation are discussed, depending on the child's individual resilience, their experience, and ability to cope with adverse circumstances, as well as the severity of the deprivation. The importance of considering the individual experiences of orphaned children, particularly those who, after surviving traumatic wartime circumstances, end up in orphanages, is emphasized. The psychological trauma they have experienced affects their desires, interests, and behavior.

The article stresses the need to update the system for training specialists in care and educational activities, develop criteria for classifying psychological trauma and its impacts, and implement correctional programs tailored to the needs of different categories of orphaned children. The personal paradigm of education is proposed as a methodological imperative that meets the needs of orphaned children's development and self-realization. The alignment between educational demands and the child's value system is crucial for fostering personal growth, as it turns educational content into an individual asset.

Keywords: personality, development, education, socialization, orphaned children, war, deprivation, personal paradigm of education, self-worth, self-realization

JEL Classification: D83, H83, I21, I23

INTRODUCTION

The war in Ukraine, which has been going on for four years now, has created a new social reality that has affected all aspects of life and led to significant disruptions in the lives of the country's population, deterioration in physical and mental health, numerous human casualties, and material losses. As a result of full-scale Russian aggression, as of June 3, 2025, 631 children have been killed in Ukraine, and more than 1,884 have been injured to varying degrees. In addition to physical injuries and deaths caused by constant rocket attacks, many children have suffered psychological trauma, loss, violence, and have been left orphaned and in need of care and support.

On the one hand, military aggression has devastated the lives of thousands of Ukrainian children, plunging them into a vortex of pain, suffering, and uncertainty. On the other hand, it has created new challenges in the field of child protection, especially for those

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who have been left without families in the conditions of war. The situation is becoming more complicated every day, and the problem of orphans is becoming relevant not only for Ukraine but also for the whole world, requiring urgent solutions and new innovative approaches to care and education adapted to wartime conditions.

The National Strategy for Reforming the Institutional Care and Education System for Children for 2017–2026 declared a process of deinstitutionalization designed to last for a decade. According to this strategy, by 2026, it was intended to decrease the institutionalized child population by 0.5% of the total number. For those children who, due to various circumstances, would continue to reside in such institutions, the plan envisaged the establishment of small-scale facilities designed to closely replicate family-like environments (National Strategy for Reforming the Institutional Care and Upbringing of Children for 2017–2026 in Ukraine).

The deinstitutionalization reform sought to fundamentally transform the boarding school system by ensuring that each community has access to quality services tailored to the unique needs of families with children. However, the ongoing conflict in Ukraine has substantially hindered the realization of these objectives. Currently, the population of children in institutional care far surpasses initial projections. The reform of residential institutions, as outlined in the strategic framework, has not fully resolved the issue of orphanhood. The so-called reformed institutions continue to function as facilities providing round-the-clock, long-term care. Moreover, the war has contributed to a growing number of children across various age groups and categories who are at risk of being placed in such institutions.

In the current context, it is imperative to modernize the system of upbringing orphaned children to prevent complications related to social maladaptation, institutionalization, and deprivation, and to mitigate the risks of psychological trauma that could adversely impact their future development.

A personalised approach is one of the most effective ways of caring for and raising orphaned children, and is particularly relevant in the current war situation. The personal paradigm of raising orphans is aimed at self-development, actualization of personal resources, creation of conditions for self-realization of the orphan, his or her creativity, and multicultural education.

LITERATURE REVIEW

A general review of the literature shows that the problem of caring for and raising orphaned children in wartime conditions is being actively researched by scholars in the fields of pedagogy, psychology, philosophy, sociology, and law. Contemporary researchers highlight a number of socio-political, economic, and other factors that negatively affect the state's ability to provide adequate social and legal protection, care, and upbringing for orphans and children in the context of Ukraine's war.

Orphanhood as a socio-pedagogical problem and the factors contributing to its emergence are analyzed by O. Bezpalko, O. Ternovets, I. Galatyr, V. Kuzmin, I. Lopatchenko, L. Kalchenko, and others. In addition to traditional factors such as alcoholism, drug addiction among parents, and their antisocial behavior, factors related to unemployment, poverty, crime, and economic instability have become particularly acute.

V. Kuzmin (Kuzmin, 2017) notes that the complex socio-economic and military-political situation in Ukraine is leading to the active spread of the phenomenon of orphanhood, which is steadily growing due to the stratification of society, the intensification of migration processes, and the emergence of parents with marginal antisocial behavior.

Researcher O. Andrukhiv (Andrukhiv, 2022) analyzed the social and legal aspects of orphanhood, the reasons for its emergence, and highlighted recent changes in national legislation regarding the procedures for adoption, guardianship, and upbringing of orphaned children.

Contemporary researchers attribute the crisis of the family institution, the decline in the value of marriage and children, the increase in the number of divorces, as well as the increase in the number of single-parent families and extramarital births to the objective causes of child orphanhood. O. Osetrova emphasizes that the crisis phenomena that have engulfed both Ukraine and the world in general have exacerbated the state of anomie—economic, family, and marital – and have affected not only states and individuals, but also families as small social groups (Osetrova, 2022). Analyzing Marcel's family-oriented views, formed during World War II, the researcher identified the key worldview and value coordinates of the French thinker regarding the essence and functions of the family, as well as the correlation of his philosophical position with the realities of modern Ukraine.

O. Osetrova (Osetrova, 2022) emphasizes that G. Marcel's worldview and values on family issues, in particular regarding the risks of adopting orphaned children, are particularly relevant today.

A. Drozd (Drozd, 2020) emphasizes the connection between modern orphanhood and child neglect. This arises not only from resettlement from dangerous occupied regions, but also from mass labor migration of parents, especially due to difficult financial circumstances, which in turn negatively affects children, who increasingly skip school, become aggressive, commit petty crimes, and are prone to alcoholism and drug addiction.

Researchers E. Plisko and V. Tishchenko (Plisko, Tishchenko 2022) consider this phenomenon to be migration orphanhood, understanding it to mean the children of labour migrants who do not fulfil their parental responsibilities or fulfil them only partially due to their prolonged absence, due to the realities of war.

Considering the psychological and pedagogical aspects of the problem of modern orphanhood, scientists analyze the impact of deprivation on the personal development of orphaned children (G. Bevz, L. Vidnichenko, Ya. Goshovsky, and others).

Researcher L. Vidnichenko (Vidnichenko, 2023), highlighting the problem of psychological deprivation among children left without parental care, emphasizes that after victory, the situation will, unfortunately, become even more complicated, and the problem of the consequences of deprivation among such children will become a national issue.

Scientists draw attention to the serious problem of integrating orphans and children deprived of parental care into society. Analyzing effective ways of caring for and raising orphans, researchers (Bekh et al., 2018) emphasize the importance of a personal approach. The basis of personality-oriented pedagogy is an emphasis on the individuality, uniqueness, and self-worth of the child. Currently, the personal paradigm of education stands as the prevailing framework of methodological and theoretical principles, as well as axiological criteria, that elucidate the holistic nature of the educational process and guide both scientific inquiry and innovative pedagogical practice.

The concept of "deprivation" is widely used in the social sciences and humanities, including pedagogy, psychology, sociology, philosophy, medicine, and biology. Deprivation, as a limitation of socialization processes, has been studied by such scholars as J. Bowlby, W. Goldfarb, I. Langmeier, M. Rutter, R. Spitz, and others.

A child's potential for personal development can only be realized in a social environment. History knows many cases of children living outside society — abandoned, feral, or so-called "wolf children" who were lost or isolated by adults (such as Kaspar Hauser). Legends and testimonies of ancient and medieval authors, such as Herodotus, Livy, and Salimben, demonstrate an interest in the issue of a child's personality development outside the social context. This problem became particularly relevant in the era of humanism and the Enlightenment. The outstanding educator J. Comenius, in his work "The Great Didactic" (Chapter VI), argued that in order for a person to become a person, they must be taught. He also cited examples of "wolf children" and analyzed the works of other humanists who had studied similar cases. At the beginning of the 20th century, the story of "Amalie and Kamala" became a prime example of the lack of social experience in cases of limited or complete absence of social interaction, as well as the subject of interdisciplinary research (Langmeier & Matejcek, 1984).

The study of the problems of deprivation of orphaned children in domestic science is mainly related to socialization and upbringing, which are studied within the framework of philosophy, psychology, pedagogy, and sociology. It is important to define the essence of the process of socialization of a child as a social and pedagogical category, which is highlighted in the works of such authors as I. Bekh, I. Ziazun, M. Levkivsky, and O. Sukhomlinsky.

AIMS AND OBJECTIVES

The aim of the study is to investigate the psychological and pedagogical characteristics of the socialization of orphaned children in modern society and to justify the personal paradigm as a methodological imperative for raising orphaned children in the current war conditions. The following tasks will contribute to the achievement of this goal:

1. Analysis of the problems and consequences of orphanhood in the current Ukrainian war realities.
2. Justification of the psychological and pedagogical characteristics of the socialization of orphaned children in modern society.
3. Disclosure of the theoretical essence of the personal paradigm as a methodological imperative for the upbringing of orphaned children in the conditions of today's military realities.

METHODS

The methodological basis of the study is a comprehensive interdisciplinary approach that combines elements of pedagogy, psychology, sociology, and jurisprudence. The main focus is on analyzing the current conditions for raising orphaned children in wartime, particularly in the context of implementing deinstitutionalization reforms and introducing a person-centered approach to education. Qualitative research methods were used: content analysis of regulatory documents (in particular, the National Strategy for Reforming the Institutional Care and Education System for Children for 2017–2026), analysis of scientific works, as well as empirical methods – observation, expert interviews with specialists in the field of education and social protection who work with children who have lost parental care due to the war.

The study also uses methods of comparative analysis of the effectiveness of traditional forms of institutional care and innovative models of upbringing in conditions of martial law. The emphasis is on studying the processes of forming a subjective position in both orphaned children and teachers working in crisis conditions.

A special place in the study is given to a personalized approach, which is considered a key factor in psychosocial adaptation, the development of creative potential, and the formation of a child's moral identity. The methodological framework is based on the principles of humanistic pedagogy, which focuses on the value of each individual, their experience, and inner world, which is particularly relevant in the context of traumatic events related to war.

RESULTS

The complex socio-economic and military-political situation in Ukraine is leading to the widespread phenomenon of orphanhood. Researchers draw attention to the serious problem of integrating orphans and children deprived of parental care into society. These children often have limited starting opportunities, which reduces their potential for integration. Scientists emphasize the importance of creating conditions for free education in secondary and higher education institutions. In addition to the problem of education, there are other difficulties, including housing and living conditions (lack of own housing and prospects of obtaining it from the state), family and living conditions (difficult relationships with biological parents and relatives), socio-economic (inability to earn money independently and lack of savings skills), and socio-psychological (difficulties integrating into a new social environment due to the specific character traits of orphaned children) (Kuzmin, 2017).

Another important problem is the dependence of many of these children on boarding schools, which mainly perform the functions of maintenance, upbringing, and education. However, many such institutions have been destroyed or are located in temporarily occupied territories.

Another serious problem is the deportation of Ukrainian children to Russia, a significant proportion of whom are orphans, where they are often subjected to adoption. According to Deputy Prime Minister I. Vereshchuk, as of June 1, 2023, more than 20,000 Ukrainian children had been deported, of whom more than 4,500 were orphans or children deprived of parental care (Andreev, 2023). Due to Russian military aggression, a decision was also made to temporarily place such children in foster families or family-type children's homes to ensure their social protection, in particular for children whose parents have died or are in hospitals, under rubble, or in areas of active combat (Children who were left without parents during martial law may be temporarily placed in family-based care, 2022). In addition, on March 7, 2023, amendments were made to the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Procedure for Evacuation in Case of Threat or Occurrence of Emergencies" regarding the mandatory evacuation of children with their parents or other legal representatives from areas of armed conflict. The government also decided to strengthen control over the observance of the rights of vulnerable categories of children in conditions of martial law (Official Gazette of Ukraine, 2013).

Innovative care systems, such as family-type homes and foster families, remain an effective alternative to traditional forms of care. These forms help overcome the negative effects of deprivation that arise in institutional care facilities and give children the opportunity for full personal development.

In modern psychological and pedagogical science, deprivation is considered to be a deficit, isolation, or limitation of the internal state of a person caused by external factors. Psychological deprivation occurs when a person's basic psychological needs are not met for a long time.

Today, the phenomenon of deprivation is becoming particularly significant in the context of the military realities of Ukrainian society, as it is a serious obstacle to the full development of the individual. Deprivation manifests itself through the restriction of basic needs and a lack of the necessary conditions and energy for normal functioning. This condition can have long-term consequences for various aspects of the human psyche. Since situations of social deprivation are diverse

and complex, scientists have developed a detailed classification of this phenomenon. Scientific literature distinguishes between different types of deprivation: emotional, maternal, paternal, social, stimulatory, familial, etc. (Philosophical Dictionary of Social Terms, 2005).

It is obvious that the formation and development of a child's personality is impossible outside the social environment. Unlike the individual and individuality, which are largely determined by human biological nature, personality is determined by its social qualities. The formation of a child's personal potential, corresponding to the modern challenges of the civilized world, should be considered in relation to their level of development, which correlates with the social space in which the child manifests their potential for development. Personality is the result of social experience.

At the same time, scholars in the humanities agree that outside of its social functions, a child's body loses its specifically human qualities and undergoes physical degradation. A child's morphological and physiological organization is only a potential for human life, which may remain unrealized without the proper social conditions (Langmeier & Matejcek, 1984). The realization of a child's potential as a personality is only possible in a social environment.

The family, as generally recognized by scientists, is the main microfactor in the upbringing and socialization of a child. It is their natural environment at the initial stage of life, providing material and emotional support. The loss of a family becomes a serious stress factor that negatively affects the child's personal development, depriving them of the most valuable thing – unconditional parental love, which is the basis of their formation. Only parents are able to provide a child with this love, valuing them simply for the fact of their existence.

From the moment a child is born, the family plays a key role in preparing them for life and practical activities. The home environment provides an appropriate organization of daily life, which contributes to the assimilation of the positive experiences of older generations and the acquisition of their own behavioral and activity skills. It is in the family that a worldview, moral and aesthetic ideals, tastes, norms of behavior, work habits, and value orientations are formed — all the traits that will later determine a person's essence.

In addition to such institutions of social education as educational establishments, public organizations, and religious institutions, the family (including foster families) is the main center of a child's socialization. It satisfies the basic needs of the child and shapes their personality through the attitude and purposeful activity of their parents.

The lack of family care, emotional support, and social experience negatively affects the personal and mental development of an orphaned child. Such children often demonstrate increased anxiety, feelings of dissatisfaction with themselves and their surroundings, loss of vitality, persistent depressive states with periodic bursts of aggression. The degree of deprivation damage depends on the child's individual resilience, their experience and ability to cope with adverse circumstances, as well as the severity of the deprivation conditions (Bevz, Boryshevsky, Tarusova, 2005).

Manifestations of psychological deprivation vary from mild, within normal limits, to significant intellectual and character disorders. In some cases, deprivation manifests itself in the form of neurotic or somatic changes.

The development of an orphaned child who has lost their family depends not only on their internal characteristics, but also on social interaction with adults, especially caregivers in childcare institutions. In the process of communication and joint activities, the basic psychological structures that influence the course of the child's mental processes are formed. Development is an integrative process that combines material and mental aspects, as well as social and personal ones.

The situation is particularly difficult when an orphaned child ends up in an orphanage after the traumatic circumstances of war. The psychological trauma they have experienced affects their current desires, interests, and behavior. Psychological assistance to such children should be provided based on age criteria and level of mental development. One of its main areas of focus may be psychological counseling and diagnosis, the development of adaptive abilities, and the teaching of constructive interaction skills, as well as the correction of negative emotional states (Litvinova, Pozharnytska-Chapenk, 2022).

Optimizing the upbringing of children who have experienced traumatic circumstances requires updating the training of specialists, clear classification of mental disorders, and the development of specialized correctional programs that take into account the needs of different categories of children. Caregivers in orphanages must take into account the peculiarities of working and communicating with these children (Lialuk, 2018).

The factors that influence the mental development of an orphaned child are not limited to their internal characteristics, but depend on the conditions of social interaction, especially with caregivers in care institutions. It is through interaction with adults that a child forms the foundations of psychological structures that determine the further course of their mental

development. Thus, personality development is a process that combines material and psychological aspects, social and personal aspects, within the stages of its formation.

Most scientists agree that the development of a child outside the family has its own special path. It should not be considered a modern norm or pathology, but should be interpreted as a specific type of development determined by the peculiarities of the child's living conditions without a family.

The social environment affects the body indirectly, through the patterns of its development. The personal and mental development of children living in conditions of deprivation has its own characteristics and mechanisms, occurring through deprivation retardation. At the same time, deprivation retardation is not considered a pathology of mental development, although in conditions of significant social deprivation, delays in the intellectual, emotional, and social development of orphaned children may occur (Encyclopedia for Social Workers, 2013).

Socialization is usually defined as the process of an individual's acquisition and development of socio-cultural experience: work skills, values, knowledge, norms, and traditions that are passed down from generation to generation. It is also the process of integrating the individual into the system of social relations and the formation of social qualities. Thus, on the one hand, the individual acquires the experience of previous generations through interaction with the environment, and on the other hand, strives for independence and autonomy, the formation of their own position and individuality.

Today, there is a clear connection between the processes of socialization and upbringing, which demonstrates the importance of personal autonomy in the process of socialization. Upbringing involves a purposeful influence on the child's consciousness, combined with practical activities aimed at forming motives for social behavior. It is upbringing that provides guidelines for the child in the context of social change.

In different historical eras, this topic has taken on special significance depending on the socio-cultural context. The problem of raising orphans in philosophy has been considered through various aspects of human nature, society, morality, and education. The philosophical understanding of the upbringing of orphaned children reveals the universal idea of humanity, which encompasses the support, development, and integration of such children into society (Plato, Thomas Aquinas, Johann Heinrich Pestalozzi). In particular, Plato, in his work "The Republic," proposed a concept of an ideal society where the upbringing of children (including orphans) is carried out by the community. He believed that the state should take on the responsibility of upbringing, providing children with equal access to education and moral development in order to ensure the formation of a harmonious personality. Pestalozzi, working with orphaned children, developed a concept of education based on love, work, and education. He emphasized the importance of emotional support and creating a family environment for them (Social Philosophy: A Short Encyclopedic Dictionary, 1997).

Education plays an important role in the spiritual life of society, being both a process of implementing various ideological recommendations and a practical result of their implementation. This means that socialization as an educational mechanism has the peculiarity of transforming external social influences, assimilated by the individual, into their internal values and meanings. In the process of interaction between the individual and society, social phenomena are formed, such as the educational mechanisms of the individual and their qualities, which are manifested through such personal systems: social needs and interests, social orientations and positions, strategic organization of behavior, and social activity (Skotna, 2005).

For the harmonious development of the individual, it is important that these systems develop in a balanced way. Otherwise, the child's socialization process will not be complete. Education can be viewed as a self-developing system that improves not only the students, but also the educational activity itself and its interaction with them. At the same time, education as a system exceeds the simple sum of its components. Socialization is an integral part of the overall development of the child and their education.

Thus, education and socialization are aimed at forming a child's knowledge, ideas, values, and skills that allow them to respond appropriately to social situations, using a creative approach to understanding social experience. Each of these processes has its own means of achieving its goals, the effectiveness of which increases significantly when they interpenetrate and complement each other.

Education is always focused on the child's future development (J. Piaget). However, in the context of the rapid development of the information society and changes in the socialization environment, there are significant contradictions between the educator and the student. Educators often cannot keep up with the "pace of development" of children, which widens the gap in moral values. Children adapt particularly quickly to virtual space, which complicates the process of their education in modern conditions (Lialyuk, 2020).

The leading goal of modern society is the development and formation of a social personality capable of self-development and self-determination in society. The formation of a personality capable of living and coexisting harmoniously with other

members of society is one of the most important functions of modern education (Dubasenyuk, 2012). Today, the personality-oriented paradigm of raising orphaned children is an important methodological principle that meets the modern requirements for the development and self-realization of the spiritual potential of orphaned children in the conditions of a new society (Lialyuk, 2020). The main vector of upbringing is aimed at developing the individuality, uniqueness, and self-worth of the child.

The personal-oriented paradigm of upbringing orphaned children is embedded within a humanistic framework, which presupposes, on the one hand, a respectful and compassionate attitude toward the child, and on the other hand, the educator's consistent adherence to a humanistic stance within the educational process.

The main task of personality-oriented education is to ensure subject-subject interaction (reciprocity, harmony) between the participants in the process, where the teacher primarily plays the role of a facilitator who promotes the personal growth of children.

The formation and development of a child's personality occurs through the interaction of two spheres: intrapersonal and external, which can be organized or spontaneous. The intrapersonal sphere encompasses the external norms, values, and cultural traditions learned by the child, which are integrated in the form of knowledge, motives, guidelines, and value orientations that are manifested in his behavior and actions. At the same time, this sphere is not static - it is constantly enriched due to external influences.

Since spontaneous influences can be both positive and negative, the importance of organized educational activities is increasing. It is she who can provide the child with the necessary support, help determine priorities, form values, and also promote awareness of his role in social relationships and ensure self-realization in various spheres of activity.

The content of the child's internal sphere is not a simple reflection of external influences, because it is formed on the basis of his personal experience gained in the process of various types of activity. This experience is transformed into knowledge, beliefs, motives, and value orientations.

A feature of the internal sphere is its uniqueness, which is manifested in the learned ways of activity, the creation of an individual image of the surrounding world, and reflection on it. The child's internal values go beyond the boundaries of his inner world and become a tool for interaction with other people and the environment. This openness is realized through actions that not only change the surrounding reality but also contribute to the integration of mental processes, uniting disparate values into a single system that ensures the integrity of the personality.

The relationship between the child's internal development and his socialization is complex and nonlinear, since these processes mutually complement and influence each other.

When a child perceives the environment as significant and valuable, he enters into the process of self-development and self-renewal. If the environmental influences are unfavorable, socialization also occurs, but it becomes unstable, which can cause a blurred subjective position or even a criminal orientation. Therefore, it is important to help the child realize in a timely manner that external difficulties, extreme situations, even the most difficult ones, can be viewed as challenges that help develop endurance and find the strength to overcome them.

The social environment "programs" patterns of appearance, stereotypes of its design, and upbringing, which should help the child realize them, make an independent choice in favor of himself. This involves activating self-knowledge, creating an image of his "ideal self", and assessing the adequacy of self-esteem. In view of this, the internal forces of the child, who becomes an active subject of his own life-creation, acquire special importance. Upbringing influences the surrounding social environment through the formation of those traits and characteristics of the personality that enable him to perform certain social roles. It is thanks to upbringing that the social environment "comes to life", is filled with subjects of social life who improve it through joint efforts (Popovich, Lialyuk, Alesieieva, 2020).

If we consider the transformation of social ideals into motivational "models of the cellar", the general scheme looks like this: social ideals are assimilated by the individual as "models of what is needed", that is, values that stimulate his activity. In the process of this activity, values are implemented in practice, becoming the basis for the formation of new social ideals, creating an endless cycle (Virna, 2005).

It is important to emphasize that, despite the unity of the norms and requirements for upbringing, their content varies depending on social conditions and educational institutions. In the case of state institutions of care, social upbringing integrates economic, political, spiritual aspects, although it is not reduced only to them, but adapts their requirements to specific areas of upbringing.

The process of upbringing involves evaluating and comparing subjects with each other in accordance with social norms and values. This includes an analysis of how well the child's upbringing corresponds to his social status, culture, and level of assimilation of socio-cultural values.

For effective socialization, it is important to take into account the relationship between external requirements for upbringing and the child's value system. This consistency contributes to personal development when the educational content turns into the child's individual asset.

Upbringing appeals to the motivational and value system of the individual, influencing his socialization and interacting with the image of the world that is formed under the influence of a "free" society. The latter acts brighter and more intensely than even the most modern, but stereotypical educational methods.

It is important to note that upbringing cannot fully control all the social processes that a child encounters. However, it should enrich, correct, and deepen his social experience, giving it meaning.

Socialization is possible due to the fact that the child becomes an "object" for himself: he evaluates his own actions, correlates them with social roles and expectations imposed by society or adults. Therefore, upbringing should be aimed at developing an independent personality capable of self-determination. This means changing the approach to socialization: not limiting it only to normative influences, but combining them with spontaneous processes of development, giving the child the opportunity to choose his own path.

You can only educate what is reflected in the "force field" of the child's socialization, his "image of the world" and personal experience (Bekh, 2018). Self-determination in society includes the search for a meaningful position that is approved by society and corresponds to the child's individual aspirations. This process contributes to the transition from spontaneous or adult-determined activity to independent choice.

Therefore, The End of the Form of Education contributes to the acquisition by the individual of organized, morally grounded knowledge, skills, and abilities, which in the process of socialization are supplemented by naturally acquired social experience and are tested in practice in various forms of interpersonal communication. Such a combination allows the child to more successfully assimilate social norms, values, and cultural traditions that are important for a particular society, which in turn increases the effectiveness of his socialization.

Modern pupils actively respond to the exacerbation of their life problems, which leads to the social maladjustment of a significant part of the generation. In this regard, there is a need to revise traditional psychological and pedagogical support: it should become more differentiated, intensive, and targeted. In addition, it is necessary to radically change the approach to education. It should be important to form an understanding of the meaning of life in a young person, and not just to master specific norms and models of behavior for certain types of activities.

It is also important to solve the problems of personal, cultural, spiritual, and moral self-determination through humanistic ideas. Education, which is based on these principles, creates a new psychological and pedagogical reality, where a deep understanding of the pupil's "I" is a space for the development of self-knowledge and self-improvement through universal and national values (Bekh, 2018).

During the process of self-determination, the child gradually transitions from a lifestyle imposed or determined by adults to one that they choose themselves, at least partially. Education provides systematic, morally oriented knowledge, skills, and abilities, which are supplemented during socialization by independently acquired social experience and tested in various forms of interpersonal interaction. This combination ensures more effective assimilation of social norms, values, and cultural traditions, which are the basis for the socialization of the individual in modern society.

As a result of the analysis of the complex socio-economic and military-political situation in Ukraine, a critical increase in the phenomenon of orphanhood and deprivation of parental care was identified. It was established that such children face numerous difficulties: from limited access to education, lack of housing and economic independence, to serious socio-psychological problems, including emotional deprivation and difficulties in integrating into a new environment (Table 1).

Table 1. Statistics on Orphans and Children Deprived of Parental Care in Ukraine (2021–2023). (Sources: Ministry of Social Policy of Ukraine, Ombudsman for Children's Rights, 2023)

Indicator	2021	2022	2023
Total number of orphans and children deprived of parental care	91.000	84.000	78.000
Of them, placed in family-based care (foster families, family-type homes)	69%	72%	75%
Children in institutional care (orphanages)	23.000	18.000	14.000
Children orphaned due to the war	—	5.500	9.800
Newly established foster families and family-type homes	850	1.120	1.390

The study confirmed the importance of transitioning from institutional care to family-based forms of upbringing, in particular, family-type children's homes and foster families, as an effective alternative that promotes full personal development. The positive influence of the social environment on the formation of a child's personality, particularly in conditions of love, support, and value-based upbringing, was noted.

The concept of “deprivation” was analyzed as a serious barrier to the socialization and self-realization of the child, especially in the context of war. It was emphasized that psychological assistance, a differentiated approach, and individual correction programs are key to overcoming the consequences of traumatic experiences.

The results also demonstrate the effectiveness of a personality-oriented paradigm of education, which focuses on the individuality of the child, the development of inner potential, the formation of self-esteem, value orientations, and the ability to self-determine. Education and upbringing in this context are seen as complementary processes that contribute to full socialization and the formation of a mature, humanistic personality.

Thus, the study made it possible to identify ways to improve support for orphans and determine the key vectors of influence on their well-being: the transition to family forms of upbringing, modernization of the educational process, introduction of humanistic values, and provision of comprehensive psychological support.

There is a clear reduction in institutionalized children and an increase in the percentage of children placed in family-based care, showing progress in child welfare reforms. However, due to the war, there has been a significant rise in newly orphaned children, many of whom are experiencing psychological trauma and social deprivation. The mass deportation of Ukrainian children to Russia presents a serious human rights concern. A large proportion of these children are orphans, and many cases of unlawful adoption have been recorded (Table 2).

Table 2. Deportation of Ukrainian Children to Russia (as of June 1, 2023). (Sources: Ukrainian Government, Iryna Vereshchuk (Deputy Prime Minister), UNICEF, Save the Children)

Category of Children	Number
Total number of deported children	over 20,000
Among them — orphans or children deprived of parental care	over 4,500
Children returned to Ukraine	approx. 370
Allegedly adopted in Russia	data unconfirmed, but several hundred cases documented
Children from orphanages located in occupied or destroyed areas	over 2,000

DISCUSSION

The results of the study demonstrate the importance of the personal paradigm of raising orphaned children in the modern military reality. A key issue that continues to require thorough consideration is the subject-subject interaction between teachers and students in the educational process — an interaction that should be based on humanistic principles and focused on raising creative individuals capable of actively shaping their own life paths. Some scholars, notably Kuzmin (2017), emphasize the “impossibility” of subject-subject interaction between teachers and students in boarding schools. Currently, there is an acute problem of professional training for specialists in care and educational activities. The implementation of care and education practices should be entrusted to highly qualified professionals who have a deep knowledge of theoretical foundations, understand general principles and patterns, and possess the specific characteristics, forms, and methods necessary for effective pedagogical work (see Bevz, Boryshevskyi, Tarusova, et al., 2005). Nevertheless, today, focusing on the ideas of creativity in life and the activation of personal resources, educational and upbringing practices

should contribute to the development of the necessary competencies in orphaned children for independent living, professional self-realization, and social integration.

CONCLUSIONS

Military aggression has created new challenges in the field of protecting the rights, care, and upbringing of children, especially those left without parental care during the war. The lack of parental care, love, and an emotionally stimulating environment negatively affects the mental and personal development of orphaned children and their socialization process. There is a growing need to critically reassess the conventional theoretical and methodological foundations, as well as the dominant conceptual frameworks guiding the upbringing of orphans, with particular emphasis on the personal-oriented approach, which serves as a cornerstone of contemporary educational practice. With the introduction of a humanistic developmental model, which is becoming a priority in educational technologies, it is now possible to solve the problem of the protective role of education in relation to the individual, which is particularly relevant in the current conditions of war in Ukraine.

To increase the effectiveness of socialization in state care and educational institutions, the process of an orphaned child's adaptation to the external environment must be closely linked to the value aspect of their inner world (value system), taking into account the external requirements for education that determine the direction of this process. This approach creates conditions for the personal development of orphaned children, during which the content of their upbringing and socialization becomes their individual property. Socialization and upbringing are closely interrelated processes that mutually determine and complement each other.

Modern children react sharply to the aggravation of life problems, which often leads to their social maladjustment. This necessitates a rethinking of traditional approaches to psychological and pedagogical support: it must be more differentiated, intensive, and purposeful. It is also important to radically change approaches to education, focusing on developing a child's awareness of the meaning of life, rather than just learning certain norms or models of behavior for specific areas of activity. A child's moral development constitutes the inner spiritual core of the socialization process, while socialization itself functions as an integrated mechanism for shaping moral consciousness and forming the foundations of personal identity. Only when these processes are unified can a pedagogically sound orientation of education be determined and given real socio-cultural content. To optimize the upbringing of orphaned children who have been placed in residential care facilities after traumatic experiences during the war, it is important to implement psychological correction programs that take into account the characteristics of different categories of children, develop criteria for classifying psychological trauma and its effects, and update and improve the system for training specialists in caregiving and educational activities.

Psychological assistance to such children (psychological counseling, diagnosis, development of adaptive abilities, correction of negative emotional states) should be provided based on the child's personal experience, age criteria, and level of mental development. The enhancement of professional training for specialists in the fields of care, education, and social support should focus on developing their capacity to implement innovative technologies and contemporary practices that ensure the effective delivery of educational, developmental, and social services under conditions of martial law.

Further scientific research should be directed towards studying the formation of the subjective position of the teacher, who has clear personal and worldview guidelines in their professional activity. Another pressing task is the development of programs and methodologies that will contribute to the development of the subjective position of the orphaned child in the process of their life creativity.

ADDITIONAL INFORMATION

AUTHOR CONTRIBUTIONS

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CONFLICT OF INTEREST

The Authors declare that there is no conflict of interest.

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ОСОБИСТІСНА ПАРАДИГМА ЯК МЕТОДОЛОГІЧНИЙ ІМПЕРАТИВ ВИХОВАННЯ ДІТЕЙ-СИРИТ У СУЧАСНИХ УКРАЇНСЬКИХ ВОЄННИХ РЕАЛІЯХ

Стаття присвячена обґрунтуванню психолого-педагогічних особливостей соціалізації дітей-сиріт у суспільстві та розкриттю теоретичної сутності особистісної парадигми як методологічного імперативу виховання дітей-сиріт в умовах українських воєнних реалій сьогодення. Актуалізовано проблему зростання кількості дітей-сиріт в Україні в умовах

воєнного стану. Наголошено, на нових викликах у царині захисту прав дітей, особливо тих, які залишилися без батьківського піклування в умовах війни. Виокремлено основні чинники поширення феномену сирітства. Звернено увагу на проблему депортації російським агресором українських дітей, серед яких значну частину становлять сироти.

Проаналізовано проблеми та наслідки процесу інтеграції дітей-сиріт, які перебувають в умовах родинної депривації, до суспільства. Розглянуто специфіку деприваційних уражень, які залежать від індивідуальної стійкості дитини, її досвіду та здатності протистояти несприятливим обставинам, а також від жорсткості умов депривації. Звернено увагу на важливість урахування індивідуального досвіду дітей-сиріт, які після пережиття травматичних обставин війни потрапили до дитячого будинку. Пережиті психотравми впливають на поточні бажання, інтереси й поведінку дитини. Наголошено, що для оптимізації виховання таких дітей необхідно оновлювати систему підготовки фахівців опікунсько-виховної діяльності, розробляти критерії для класифікації психотравм і впливів, розробляти та впроваджувати психокорекційні програми, що враховують особливості різних категорій дітей. Виховання дітей-сиріт має ґрунтуватися на особистісно орієнтованому підході, який виконує роль фундаментальної методологічної основи, здатної забезпечити умови для повноцінного розвитку, розкриття внутрішнього потенціалу та реалізації індивідуальних можливостей кожної дитини. Для ефективної соціалізації важливо враховувати взаємозв'язок між зовнішніми вимогами до виховання та ціннісною системою дитини-сироти. Ця узгодженість сприяє особистісному розвитку, коли виховний зміст перетворюється на індивідуальне надбання дитини.

На основі аналізу психолого-педагогічних чинників свідомого оволодіння дитини духовними цінностями виокремлено низку пріоритетів сучасного виховання дітей-сиріт. Акцентовано увагу, що головним завданням особистісно орієнтованого виховання є забезпечення суб'єкт-суб'єктної взаємодії (реципрокності, гармонії) між учасниками процесу, де педагог передусім виконує роль фасилітатора, що сприяє особистісному зростанню дітей.

Ключові слова: особистість, розвиток, виховання, соціалізація, діти-сироти, війна, депривація, особистісна парадигма виховання, самоцінність, самореалізація

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