**THE PROBLEMS OF NORM-LAW REGULATION OF**

**SOCIAL WORK WITH FOSTER FAMILIES**

**Abstract.** This article represents the results of the research conducted on the basis of State Institution of Social Services in Regional Resource Center «Perspective» Tula, Russia. Analyzed historical preconditions for orphanhood (historical preconditions of orphanhood were analized there). Foster family is considered from a position a professional family (Foster family is considered as a professional family). Professional competence of the experts realizing training of candidates for foster parents (Professional competence of experts, realized training of candidates for foster parents is highly estimate). Problem will be considered as regulatory - legal framework and problems of social work with a foster family in Russia. (Problem of regulation of social work with a foster family in Russia is considered as one of the internal regulations problem).

**Keywords:** orphans, children without parental care, boarding school, standard and legal documents (normative legal documents), adoption, guardianship, trusteeship, foster family, norm-law regulation (legal and regulatory framework) of social services with foster family.

**Аннотация.** В статье представлены результаты исследования, проведенного в государственном учреждении социального обслуживания населения Тульской области «Региональный ресурсный центр «Перспектива» г. Тула, Россия. Проанализированы исторические предпосылки сиротства. Приемная семья рассматривается как профессиональная форма семейного устройства. Сделан акцент на профессиональной компетентности специалиста, реализующего подготовку кандидатов в приемные родители. Выделены нормативно-правовые проблемы регулирования социальной работы с приемной семьей в России.

**Ключевые слова:** сироты, дети, оставшиеся без попечения родителей, интернат, нормативно-правовые документы, усыновление, опека/ попечительство, приемная семья, нормативно-правовое регулирование социальной работы с приемной семьей.

Nowadays, the state family policy of the Russian Federation aimed at the placement of orphans and children without parental care in to the family. These statements are given in the National Strategy of Action for Children for 2012-2017years.

But it was not always so. Until the beginning of the XX century there was traditionally situation in Russia, in which a child got to the orphanage only when he had absolutely no relatives. In the case of orphanage, child is brought up in a foster family often. After the Revolution of 1917 and the establishment of Soviet power, not focused on the individual, but on a collective upbringing, that is why the practice of placing orphans in social and educational institutions became a priority of the Soviet Union.

Great success in the field of collective education was achieved, for example, by world-renowned educator Anton Makarenko. Makarenko's ideas do not lose their relevance even now. In the world there are associations devoted to the study of his experience. In Germany there is such association too.

First of all, we shouldn’t forget that, there was a huge number of homeless, neglected children and orphans after two wars and two revolutions in Soviet Russia. The best solution for their effective socialization was the system of mass educational institutions. Besides, as a rule, Makarenko had to deal with teens who still had the experience of living with a native family.

Up until the 90's of the XX century in Russia the most effective educational and bringing up institution for orphans was considered a boarding school.

Boarding school for orphans is a closed institution where children were on full state support, received their secondary education up to the age of majority (18 years of age). Their contacts with the outside world were limited.

Owing to the specifics of foreign policy of the USSR the results of the researching of the foreign colleagues weren't studied used by the Russian teacher. (The results of the researching of foreign colleagues weren’t studied by Russian educators by reason of specific USSR foreign policy). For example, John Bowlby's researching and his theory of attachment. According to it, the domestic psychology and pedagogical science came to the reconsideration of ideas of residential education only (by) in 1990s of the XX century, when faced with mass negative results of the collective closed education: reproduction by orphans and leavers of boarding schools, in the families of their own the scenario of an orphanhood; low attachment to the existence in society (antisocial behavior); criminalization; (boarding school-leavers used in real life and in their families an experience of orphanhood )

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