



POSSIBLE WAYS TO SOLVE THE ARCHITECTURAL AND PLANNING STRUCTURE OF CHILDREN'S HOMES IN THE ENVIRONMENT OF THE CENTER OF A LARGEST CITY

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ABSTRACT

Research into the design of a modern residential and educational complex for orphans within an open social environment is becoming increasingly important today. The need to create social conditions for the living and upbringing of orphans requires a range of changes, including the architectural and planning structure of educational spaces. Residential and educational spaces should take into account the recurring and individual characteristics of boarding school residents. Designing an educational and educational complex for orphans within an open urban environment, and creating family-type homes, will help foster children's interactions and relationships with others in their surrounding environment.

The main topic of the All-Russian Congress of Children's Rights Commissioners on April 4, 2012, was the development and implementation of the federal target program "Russia without Orphans." Its author, Chief Children's Ombudsman Pavel Astakhov, believes that orphanages in Russia may soon be completely closed due to their lack of need: all orphans will be raised and live in foster families. However, statistics show that since 2003, the rate of adoption of children by strangers has plummeted and continues to decline each year.

Regarding the adoption of children by foreign citizens, the situation is different. In late 2012, Bill No. 186614-6 (often referred to as the "response to the Magnitsky Act") was introduced in the State Duma. One of its amendments was a ban on the adoption of Russian children by US citizens. The bill passed three readings in the State Duma in 2012, and was adopted by a majority vote.

The government is addressing this problem not by improving institutions for orphans (in Russia, 10% of institutions lack optimal conditions for children's daily living; 48% are undergoing major renovations; and 5% are in disrepair) but by consolidating several such institutions into one. As B. Altshuler, chairman of the Right to a Child Foundation, explains : "Orphanages are closed for the sake of closing them, and children are sent to other institutions. As a result, large boarding institutions are inflated, while small ones are closed." Thus, a decrease in the number of orphanages does not indicate a decrease in the number of orphans.

In these circumstances, research into the design of a modern residential and educational complex for orphans, openly connected to the surrounding social environment, is becoming increasingly relevant. A boarding school is an educational institution with 24-hour residential care, created to assist families in raising children, developing independent living skills, and fully developing their creative potential. The word "boarding school" comes from the Latin *internus* (inside).

With the constant increase in the number of orphans deprived of parental care, the number of residential institutions, children's homes, orphanages, boarding schools, shelters, and other institutions is rapidly and inevitably increasing. Along with numerous studies in this area, psychologists and educators have established that the layout of children's spaces in residential institutions fails to meet their basic needs, which in turn leads to developmental disabilities. The result, in such living conditions, is a lack of readiness for independent living, the ability to find, find, and maintain employment during unemployment, and the inability to organize their daily lives, leisure activities, and the ability to start and maintain a family.

Currently, most orphanages and boarding schools operate according to the same curriculum as regular kindergartens and comprehensive schools. However, working in orphanages has many important differences.

The need to create special conditions for the living, upbringing, and education of orphans requires a range of changes, including the architectural and planning structure of educational, residential, and educational facilities, taking into account the age and individual characteristics of the boarding school's residents. Existing boarding schools in Russia are primarily former public institutions adapted for boarding school needs, rather than purpose-built structures. Often, the locations of existing boarding schools do not meet criteria and standards.

The problem of orphanages and boarding schools that exist today is:

- poor environmental situation, poor natural environment;
- an outdated building that does not accommodate the full range of functions;
- small plots, lack of green space;
- lack of space for developing creative potential, leisure activities: dance classes, art studios, theatre clubs, swimming pools, gyms;
- the architectural environment is faceless and dull.

The design of new facilities for orphans began only recently, after the 2000s. In southern Russia, there is not yet a single modern boarding school that meets all architectural design requirements, further underscoring the relevance of the chosen topic. The difference between a comprehensive school and an orphanage is that orphanages are closed educational institutions. While providing a relatively high level of education, the emphasis was primarily on the goal formulated by the Italian humanists: "the zealous study of all that constitutes the integrity of the human spirit." Therefore, educational work is carried out within a closed system, whose connections with the external environment are unstable and short-lived. Children's constant exposure to a closed educational system hinders their development of basic everyday and social skills. Children are unable to organize their daily lives (due to a lack of experience, as this is handled by the staff in orphanages), observe the rules of communal living in a larger community, or learn how to use public transportation, etc.

Designing a multifunctional boarding school complex in the modern world and in an urban environment requires new solutions:

- the development of social sciences and research into the spiritual and mental world of man allows us to set new accents in the creation and enhancement of the architectural environment;

- the development of technological progress opens up opportunities for the creation of new comfortable interactive spaces.

The main and fundamental goals and objectives of the children's institution are:

- creation of favorable conditions, close to home, promoting mental, emotional and physical development of the individual;

- ensuring social protection, medical, psychological and pedagogical rehabilitation and social adaptation of pupils;

- development of educational programs, training and education in the interests of the individual, society and the state;

- ensuring the protection and strengthening of the health of pupils;

- protection of the rights and interests of pupils;

- formation of professional self-determination;

- development of the need for professional self-realization, provision of assistance in choosing a profession;

- education of labor discipline and work culture;

- development of communication skills;

Recently, attention to the problems of orphans and graduates of orphanages and boarding schools has become increasingly important, reflected in sociological and psychological research. This increased attention is primarily due to the fact that the situation of social maladjustment is becoming increasingly acute each year, while existing measures prove insufficient. After all, orphanage graduates are viewed not only as an object of social protection but also as a socially disadvantaged group.

After boarding school is often far from smooth; the transition from childhood to adulthood is difficult for any child, and an orphan raised on full state support faces unique challenges along the way. The social environment consists of various groups: social, educational, and work-related.

Graduating from an orphanage is a crucial and challenging time in a child's life. A graduate of a residential institution needs support in the transition from the virtually closed, simplified world of an orphanage to the complex, unpredictable modern world, finding their place in it, and gaining independence. This poses another challenge: employment and career choice for orphanage residents. They lack a clear understanding of a particular profession, leading to an inadequate assessment of their abilities and potential, limited educational choices, inadequate skills acquired early in the orphanage, an inability to work with people, and a lack of self-confidence. Society does not expect anything extraordinary from such children; from an early age, they are not instilled with the desire to achieve significant heights in various professions. As a result, children lack self-confidence and do not aspire to a prestigious profession, believing it is beyond their capabilities.

As T.K. Sologubova (Head of the Section of Social Work with Children, Associate Professor of the Department of History and Social Technologies, Novocherkassk Engineering and Reclamation Institute) notes in her article "Social Problems of Adaptation of Children from Orphanages," children live in closed children's institutions from an early age and grow up in

conditions of a lack of communication with adults. "...It would seem that a relatively high level of ability to organize themselves, to plan their behavior... Limited, primarily group communication of children with adults does not actually provide the child with independence: a strict daily routine, constant instructions from an adult about what to do at a given time, control from educators - all this deprives children of the need to independently plan and control their behavior, and forms a habit of step-by-step implementation of other people's instructions." [5]

The architectural environment of boarding schools should encourage children to think creatively, surround them with beauty, and evoke positive feelings through their appreciation of beauty. Such an environment is also absent from the architecture of orphanages and special schools in the Rostov Region.

Positive examples of domestic and foreign experience in the construction of boarding institutions are:

The project's primary goal was to create an engaging and unique space for the boarding school's students (Fig. 1). An intricate, multi-level space with a playful composition of different shapes and colors emerges here as a response to the building's multiple functions. At the same time, the school's picturesque composition was determined primarily by the landscape and climate.

The gallery connecting the residential buildings with the school buildings and with each other is elevated above ground, to the level of the second floor—not only to maintain the visual unity of the space, but also to ensure that third-floor residents are not disadvantaged in their rights compared to those on the first floor. Structurally, the curved floor slabs are offset relative to one another.

The work develops the idea of spatially constructing an educational facility as a collection of individual functional units united by a recreational space (Fig. 3). The composition is built around a central forum, broken by an openwork, permeable space that seems to diffuse a beam of light, bisecting the school complex both vertically and horizontally. On one side of the forum are classrooms and an assembly hall; on the other, a well-developed physical education and fitness area; and, on the "other side," another block with classrooms, which introduces an element of symmetry into the complex's ramified structure.

The project was created by the Beijing Institute of Architectural Design, Division 6. Located in the Changping District, outside of Beijing, the school aims to bridge the educational gap between urban and suburban areas, offering high-quality education to residents in a more open and self-sufficient manner. Situated in a high-density residential area and surrounded by high-rise buildings, like an 'island,' the school needed to have sufficient interior space to cope with the pressures created by the high-density environment and appropriate openness to break through the constraints of monofunctional suburban housing. The courtyard space combines with various essential functions, such as an open-air theater, green gardens, open areas, and common corridors.

The study of this problem by educators, psychologists, and other researchers has led to the need to create an open structure for boarding schools. However, to date, this open structure for boarding school design has only been implemented at the stage of developing specific programs and teaching materials.

An analysis of the experiences and problems of children's stay in orphanages can identify solutions for solving the adaptation of children-in-charge to the external environment and society with minimal losses.

Suggestions from teachers and specialists in this field can be implemented using architectural techniques.

Architectural research into the social adaptation of children from residential care facilities can lead to the development of design proposals for such institutions and complexes. A number of specific features and requirements must be considered.

The existing material and technical infrastructure of boarding schools for orphans does not meet the age-appropriate requirements for the care, upbringing, and education of children in boarding institutions. Analysis has shown that improvement requires the creation of educational and developmental complexes for boarding schools that take into account the connection with the social environment: the educational process, living conditions, and extracurricular activities.

Compliance with regulatory standards for the design of residential premises and living units, as well as design adjustments that ensure conditions similar to those found in a home, are key. Designing family-type homes will help preserve the family ties of orphans and accommodate their individual needs.

Developing a new typology of institutions for orphans and adjusting existing regulatory documents to reflect international standards. A number of architectural planning and organizational principles for the development of institutions for orphans abroad could be successfully applied in Russian practice.

Organize time together for orphans with ordinary children. They feel part of this world and don't experience a lack of communication. With constant contact with other children, orphans can calmly discover and develop their abilities and learn many important things from another child. Without a doubt, this practice will be beneficial in addressing the needs of orphans.

It is best to locate this type of architectural design in the city center, but on the outskirts, to better integrate children into their environment.

The use of energy-saving techniques in architecture, as well as the creation of green spaces, to save space in the limited area of the central part of the city due to a lack of greenery.

To expand the "Life Space" of the children, including them in everyday and socio-economic relationships; to develop the ability to manage money, use transportation, various services, and care for their home.

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