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THE ESTABLISHMENT OF BOARDING SCHOOLS: A HISTORICAL ASPECT

At all stages of social development major cause of residential institutions for children were all sorts of problems (revolution, war, famine, natural disasters, etc.). Each country depending on the economic opportunities of social consciousness, culture and traditions in their own way to resolve a custody disadvantaged children. In the Soviet Union the most widespread form of custody they were originally orphanages, boarding schools then. Quite common forms were: patronage, guardianship, adoption.

Boarding schools as educational institutions of a new type were created in the Soviet Union by the decision of the Twentieth Party Congress in 1956. The launch of the schools as the most effective form of training the younger generation to actively participate in building a new society opened a new chapter in the history of education in the system of public education.

In the late 60s on existing boarding schools were established special boarding schools for children who need special conditions of education. Many boarding schools were reorganized into special schools for children with physical and mental development. At the same time were established boarding schools. Thus, during the 70's and 80's has developed an integrated network of medical, educational, social support and restore the health of children with psychosomatic diseases in general sanatorium boarding schools.

At the present stage of developing a network of boarding schools of various types. At the request of the time created numerous areas of public education in Ukraine orphanages, children's homes, boarding schools, boarding schools with in-depth study of certain subjects, boarding school, special boarding schools for children with disabilities, school rehabilitation, educational and rehabilitation centers.

Boarding schools provide different types of disadvantaged children normal conditions for education and training, preparing them for future life. In most cases, boarding schools actually save a child become "school of life" active work.

Thus, the socio-economic development of our country confirmed the feasibility of establishing a network of boarding schools these institutions have proved their viability and effectiveness of social protection of children, their socialization and rehabilitation. Teaching boarding potential is far from exhausted.