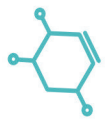


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# **SOCIAL AND EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES: HISTORY, THEORY AND PRACTICE**



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SERVICES FOR CHILDREN  
WITH DISABILITIES:  
HISTORY, THEORY  
AND PRACTICE**



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**Joint monograph**

**2021**

**Social and educational services for children with  
disabilities: history, theory and practice: joint  
monograph**

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## INTRODUCTION

In line with the transformation processes in Ukraine, there is a consistent transition from the medical to the social model of disability; creation of conditions for the integration of people with disabilities into active social life; increase of state guarantees in achieving higher social standards in the financial security of people with disabilities; creation of a barrier-free environment for people with disabilities; active cooperation between state authorities and relevant public organizations.

Among the wide range of state support for people with disabilities, social and educational services that contribute to their active life as full members of society are important.

The scientific monograph, issued on the research subject of “System of social and psychological rehabilitation of children and youth with disabilities by means of inclusive tourism”, Pavlo Tychyna Uman State Pedagogical University, is devoted to the above topic.

The work on the monograph brought together scientists from such scientific institutions and higher education institutions of Ukraine as: Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine, Ukrainian State Center for Tourism and Local History of Students, Institute of Family and Youth Policy, Bohdan Khmelnytskyi Cherkasy National University, Kharkiv Humanitarian-Pedagogical Academy, Ivan Franko Lviv National University. Practical experience of social and cultural support for people with disabilities at the community level was presented by: the Department of Labor and Social Protection of Uman City Council, National Dendrological Park “Sofiivka” of the National Academy of Sciences of Ukraine.

The publication is aimed at the researchers on social inclusion, inclusive education, social protection and socio-psychological rehabilitation of people with disabilities; on the specialists who practically test the technologies of social and educational support of this category of citizens; at the students – future teachers, psychologists, social workers, social educators – agents of change and drivers for the implementation of the principles of social justice and respect for human rights.



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**Section I**  
**HISTORICAL EXPERIENCE IN SOCIAL SUPPORT  
AND EDUCATION FOR CHILDREN WITH DISABILITIES**

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**ORIGINS OF INCLUSIVE EDUCATION OF STUDENTS  
IN UKRAINE**

INTRODUCTION

**U**rgency of the research. Since 2017, the ideas of inclusive education have been introduced in the educational space of Ukraine. They are aimed at ensuring the acquisition of knowledge by pupils or students with special educational needs “in the general educational environment at their place of residence”, which is an alternative to the previous residential school system, according to which they study separately from other children, or receive home and individual education” [39]. That is, in our country there is a renewal, a change in the pedagogical paradigm of education and upbringing of children who have special needs and disabilities, and therefore need an accessible educational environment, where, which is the most important, they “do not feel different”. The novelty of the pedagogical approach under the Convention on the Rights of Persons with Disabilities<sup>1</sup> is to overcome “relative and environmental barriers that prevent the full and effective participation (of persons with disabilities - *note*) in society on an equal footing with others” [44].

Ukraine has more than a century of experience in education, upbringing, medical support of children and youth with special needs (due to psychophysical

<sup>1</sup> According to the amendments made in 2016 to the Law of Ukraine “On Social Protection of the Disabled People” (1991), Article 1 defines that a person with disability (formerly a “disabled person”) is a person with a persistent dysfunction that may lead to the restriction of his vital activity, as a result of which the state is obliged to create conditions for the exercise of its rights on an equal footing with other citizens and to ensure its social protection”[37].

disabilities), as well as rehabilitation and correctional work with their various categories. The beginning of the organization of the state system of special children education, or as they were used to be called in scientific terms of the early twentieth century “Children with developmental disorders” or “defective children”<sup>2</sup> took place in the difficult 1920s. At the same time, a separate scientific branch began to be formed – the defectology (today – special or correctional pedagogy). At present, in Ukraine, on the basis of child-centered principles in the spirit of international conventions and the UN pacts (1975; 1982, 1995; 2006; 2017) on human rights and the rights of people with disabilities<sup>3</sup>, educational principles are implemented according to which persons with disabilities have “dignity and the values inherent in all members of the human family and their equal and inalienable rights are recognized as the basis of freedom, justice and universal peace” [44]. Thus, it is expedient to carry out a historical retrospective of Ukraine’s achievements and failures in the field of education of young people with special educational needs, to outline the motivation of the modern transition to inclusive education, which is the **purpose** of this study.

**Analysis of recent research and publications.** The state and various professional aspects of the problem of education of “special” children in Ukraine at different historical stages of social development have been studied by such specialists in the field of special pedagogy as Vit. Bondar, V. Zolotoverkh (2000; 2004; 2007; 2015; 2018), V. Hladush (2005), V. Zasenka (2016), M. Suprun (2005), O. Taranchenko (2013), I. Kravchenko (2016), V. Shevchenko (2006), as well as historians of education N. Dichek (2012-2018), M. Yarmachenko (1991; 2002). At the same time, as a holistic subject of study, a systematic determination of the experience gained in Ukraine in correctional and rehabilitation work and teaching children with visual, hearing, speech, mental disorders as well as individualization of students with primary school failure is considered for the first time.

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<sup>2</sup> For reasons of tolerance, we will use the term “special” children. When Ukraine became a party of the International Convention on the Rights of Persons with Disabilities (2006), the use of terms that “degrade the dignity and worth of a person with mental and physical disabilities” [44] is considered inhumane and unacceptable [52; 37]. For reasons of tolerance, we will use the term “special” children [52; 37].

<sup>3</sup> In English texts of official international documents on human rights, the rights of persons with disabilities use the term “person with disabilities”, while in the legislative documents of Ukraine is common term “disabled person”, which is a Latin analogue, or even more tolerant term - “a person (child) with disability“.

## **Research results**

### ***Prerequisites for the introduction of an individualized approach to the education of “special” children in Ukraine***

Until the beginning of the 1920s, there were a small number of private or charitable institutions in Ukraine, which provided care for children with hearing, vision and mental problems [2; 3; 67]. Enthusiastic educators provided them with basic knowledge and taught them certain available craft skills. Such single institutions operated on an initiative basis [3; 4; 61; 67]. Only in the 1920s, with the attempt to build a social state in Ukraine (historically more precisely – the Ukrainian SSR), for the first time in the history of education the introduction of systematic measures for the care and education of children with mental and physical disabilities began on a national scale. A balanced differentiation of children was initiated, taking into account the physiological and age peculiarities of their body formation and learning abilities. Individualization of education and upbringing of children at this time became widespread in the form of psychologization of the educational process [47, p.5].

At the same time, it is impossible not to take into account the scientific and pedagogical prerequisites that have made it possible to implement a differentiated and individualized approach to the education of children and youth, to the organization of their lives. The background and drivers of the implementation of such an approach at this time include the development and significant achievements of experimental pedagogy, which began in Europe and the Russian Empire in the second half of the nineteenth century. These include studies by V. Bekhterev, O. Lazurskyi, M. Lange, P. Lesgaft, V. Kashchenko, O. Nechaiev, M. Rumiantsev, I. Sikorskyi, as well as the results of the work of such foreign scientists as A. Binet, E. Clapared, W. Lay, E. Mayman, G. Richard, S. Hall. In their studies, the issues of determining and taking into account the individual characteristics of development (physiological, mental, sociopsychological) of a child were raised; adaptation of the learning process to the existing, genetic capabilities of the child; specifics of children with mental and physical disorders and the search for opportunities for compensatory education and training; fight against difficult upbringing. These ideas were actively spread and implemented in the Ukrainian lands of the Russian Empire. Scientific and practical development of certain educational issues was carried out mainly on the basis of personal initiative by interested teachers of Kharkiv, Kyiv, Odesa, universities, as well as the efforts of enthusiastic teachers and public figures who are not indifferent to the cultural and educational development of the people [55, p. 130]. Although much was done in the study

and episodic effective implementation of the results of experimental research on these issues until the early 1920s, but there was a lack of systematic and consistent approach and the connection between the individual efforts of scientists and practitioners-philanthropists [3; 33; 67]. And the organization and activities of educational institutions for “special” children depended entirely on the initiatives of patrons and philanthropists.

By the early 1920s in Ukraine there were no state scientific institutions that would conduct systematic, purposeful research on pedagogy [55, p.130], including special one, just as there was no network of state educational institutions for children with mental and physical disorders. Even in the Russian Empire the ideas on the need to create a state system of social assistance to children with mental and physical disorders, which would provide them with education, upbringing and treatment in special institutions, as well as a comprehensive study of such children, was repeatedly expressed by I Sikorskyi, V. Kashchenko, G. Troshyn, A. Vladimirskyi, O. Shcherbyna, P. Melnykov, V. Vetukhov, M. Kotelnikov and others at meetings and conferences. [35]. However, at that time the authorities failed to meet the needs of “special” children.

### ***The first steps towards the humanization of “special” children education: 1920s***

In 1920, one of the initiators of the renewal of the pedagogical process on a child-centered basis, Ukrainian pedologist O. Popiv in his program work “Declaration of the People’s Commissariat of Education of the USSR on social education of children” outlined the intentions of workers and peasants to change approaches to education and upbringing. He wrote that, organizing a new “educational system of social education”, the task is to realize the pedological and pedagogical dream – to cover the whole life of each child with the right education, to finally realize the “rights of the child” [54, p.238]. In this aspect, the idea proclaimed in the mentioned document that “care should be provided to all children, including the sick and defective ones,<sup>4</sup>” “juvenile

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<sup>4</sup> The term “defective” child was common in both the Soviet and European scientific and educational space at least until the 1960s and was used to describe children with various disabilities. Similarly, the term “morally defective” child was widely used to describe offending or homeless children, but only until the 1930s. To adhere to the principle of historicism, we will use the terms that were used at a certain historical time in official materials. It should be noted that in the second half of the twentieth century, gradually, with the spread of the human-centered paradigm in social development in Europe, the use of terms that degrade or morally affect the human being was abandoned even in the scientific sphere.



offenders” and whole groups of children who need a special educational approach, became fundamental [54, 239].

It should be noted that the Code of Laws on Public Education adopted in the USSR in 1922 already approved the division of all children in the country into certain groups according to the state of their physical and psychophysical development [43, p.30-31]. “Normal” and “defective” children were singled out, and therefore the urgent need for education alongside educational institutions for normal (ordinary) children and educational institutions for physically, mentally and morally defective children was recognized. Responsibility for the work of such institutions was allocated to the Ministries of Education (then the PKE of the USSR) and the Ministry of Health (then the PKH of the USSR).

According to the type of anomalies in children’s development, they were differentiated into three subgroups (blind, deaf, with mental problems), and the state recognized the need to ensure “the interests of each of these groups of children” [43, p.31]. An important role was also played by the mass registration of the entire child population of the USSR initiated by the authorities, which helped to identify children in need of special living and learning conditions.

Thus, since the early 20s of the twentieth century problems of the “defective childhood” education began to be considered and solved in Ukraine at the national level as an urgent medical and pedagogical task. For this purpose, in accordance with paragraphs 255-261 of the Code of Laws on Public Education of the USSR for the first time in four major cities of Ukraine, namely in Kharkiv (then the capital of the Ukrainian SSR), in Kyiv, Odesa and Dnipropetrovsk the medical and pedagogical cabinets were created, called the MPC, aimed at: “1) conducting scientific examinations of the physical and spiritual nature of the child who enters the cabinet; 2) developing scientific and experimental issues of practice and organization of life of institutions for defective children” [43, p.30-31]. The tasks of the MPC also included conducting classes with the staff of the relevant institutions of social education (social education – *note*) to prepare them to understand the nature of defective children and the development of “methods and manuals” [43, p.31]. The MPC activities, which lasted until the early 1930s<sup>5</sup>, had a significant regional impact

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<sup>5</sup> In the 1930s, instead of MPCs, medical and pedagogical commissions were set up at public education departments to examine children with disabilities or learning difficulties and refer them to appropriate educational institutions or treatment as needed.

In the 1990s, such commissions were called psychological-medical-pedagogical consultations (PMPCs).

Since 2017, in accordance with the project of introduction of inclusive education in Ukraine, a network of inclusive resource centers (IRCs) has been created, which replaced the PMPC, finally liquidated on September 1, 2018. IRCs are being built as fundamentally new institutions designed

on the identification of “special” children, the introduction and distribution among educators of a pedagogical approach to their study and learning, thus contributing to the innovative, socially significant idea of individualization of education in Ukraine [30].

From the legislative and instructive materials of the USSR in the mid-1920s, in particular from the operational plan of the Department of Social Education (Uprsootsvykh) of the PCE of the USSR for 1925-1926, it appears that they have a separate section “Auxiliary School”, which indicated the feasibility of formation of the auxiliary schools’ network” [53, p.41], where children with learning difficulties and mental problems were to study. Based on Western European statistical calculations, according to which children in need of auxiliary school are 3%, for Ukraine the number of such children was determined at that time by more than 50,000 people [53, p.41].

The document also singled out the category of children who “are between the norm and pathology and who cannot be called abnormal in the literal sense” [53, p.42], but when they get to public school, they inhibit the “normal working flow”. The authors of the document emphasized that at the end of the 19<sup>th</sup> century in Western Europe, and later in Russia, special classes at schools and separate schools for such children began to be organized, “and in Ukraine the network of such schools has not only not developed since 1914, but also the small number of these schools that existed before the war<sup>6</sup> in Kyiv and Kharkiv, disappeared by 1922” [53, p.42]. Therefore, recognizing at the state level the need for special classes in ordinary schools, “Uprsootsvykh considered it necessary and possible to start organizing auxiliary classes next year, and in large centers and entire schools... for about 7,500 children” [53, p.42]. But due to lack of funding, this task was performed slow “on the local level”.

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to identify special educational needs of children not on the basis of the international classification of diseases, as it was before, but on the basis of the international classification of functions of children with special needs. In addition, these centers should be more territorially accessible, because they create one center for no more than 7 thousand children living in the united territorial community (district), and no more than 12 thousand children who live in the city (the city district). [40-41].

IRCs are designed to ensure “the realization of the right of children with special educational needs aged 2 to 18 to receive preschool and general secondary education, including in institutions of vocational (vocational) education and other educational institutions that provide general secondary education, by conducting a comprehensive psychological and pedagogical assessment of the child’s development, providing psychological and pedagogical, correctional and developmental services and providing their systematic qualified support “[40]. As of April 2019, 557 IRCs were registered in Ukraine. [41, c.3].

<sup>6</sup> The First World War

The activities of the newly created Ukrainian pedagogical and medical-pedagogical state institutions, which took care of the primary differentiation of the child population on the basis of its examination and differentiation of children depending on the state and peculiarities of development, laid the foundation for purposeful development of medical-pedagogical support of various groups of children, including special “children”. The main thing is that both in the educational environment and in society, humanistic ideas of perceiving an abnormal child not only as a person who needs care, but also as a person with his/her own individual and social needs, which can and should be socialized.

It is indisputable that the approach to the development of the education system declared in Ukraine in the 1920s was focused on the humanistic consideration of the diversity of children’s characteristics and ensuring the social interests of all categories of children. At that time, it was socially and pedagogically expedient to create special, separate educational institutions for “special” children, where they could be provided with medical and rehabilitation care, and certain knowledge in accordance with their capabilities and state of health, and some work skills, in order to socialize in the future. And although due to the material and economic hardships of the first decades the communist authorities in Ukraine failed to implement all the declared, the creation of a network of boarding schools for the maintenance and education of “special” children at that time had no alternative and was a social achievement.

### ***To the problems of school education in Ukraine (1970-1990)***

Before turning to the psychological and pedagogical ideas, which we consider as humanistic harbingers of modern ideas of inclusive education in Ukraine, i.e. the experimental experience and scientific concept of Ukrainian psychologist Yurii Zinoviiovych Hilbukh (1928-2000), let’s briefly outline the current state of school education in Ukraine (1970-1980s).

According to Academician V. Bondar, modern Ukrainian scientist in the field of special pedagogy, at this time in Ukraine, a theoretical concept of functioning of a differentiated system of special education and training of children with mental and physical disorders of all kinds has already been developed [2]. Favorable conditions have developed for the branching of the science of defectology (special pedagogy) into such independent scientific fields as deaf pedagogy, typhlopedagogy, oligophrenic pedagogy, speech therapy, which contributed to the development of theory and practice of teaching and educating children with intellectual, visual and hearing disorders [4]. Defectologists have studied various aspects of the life of “special” children in collaboration with physicians, educators and psychologists. Modern re-

searcher I. Kravchenko claims that there was an improvement of educational work not only in a differentiated network of special educational institutions for children with various disabilities, which was in constant development, but also institutions of preschool education of such children [46, p. 365].

In the studies of V. Bondar and V. Zolotoverkh [2-4], V. Gladush [25; 26], I. Krachenko [46] and M. Yarmachenko [67] it is noted that in the 1970s and 1980s significant positive changes in the structure of special schools (deepening the differentiation of children according to the degree of disorders and, accordingly, diversification of correctional and rehabilitation work with them), in educational, methodological and regulatory support of their activities, in the content of students' education. Special schools have moved to new curricula that provide "special" children with a closer connection with the life of society by increasing the amount of general knowledge and general work skills, the acquisition of practical life skills. The internal form of "special" children education remained the main form of their development and preparation for life in society.

If in the field of special education of "special" children, according to the experts, there was a general improvement in the specialized forms of their education and upbringing, then in the secondary schools at that time there was such a psychological and pedagogical problem as unsuccessful students, i.e. children who have no obvious psychophysical defects, but poorly mastered the curriculum [45, p.107-108]. In this context, it should be mentioned that since 1936 (and in fact since the early 1930s, when the authorities began official criticism of pedologists) pedological (or psychological-pedagogical) study of students in Ukraine, which was widely practiced in the 1920s years, stopped. With the official defeat of pedology as a scientific field and the persecution of its followers (in Ukraine they were representatives of Kharkiv Scientific School [31; 35]) issues of school failure, as well as issues of personality psychology, were almost not developed [45, p.103-105].

Only in the 1960s did educators and psychologists begin to address the problem of failing students [45, p. 107]. The first solution among Ukrainian pedagogues was made by the outstanding teacher-humanist V. Sukhomlynskyi, who on an intuitive and experiential basis in the conditions of a rural school created an innovative educational system for the development of preschool and primary school children, including those with learning difficulties. – "difficult" or "stupid children"). He considered it unacceptable for a group of children to exist at school, "who would feel incompetent and incapable of anything", because he saw their bitterness of intellectual disability not only as a moral trauma but also as a direct cause of juvenile delinquency.

Working with such children, V. Sukhomlynskyi began to gather them every night (!) for several years (!) In the Fairy Tales Room created on his initiative and with the participation of the children themselves, where they listened to and composed fairy tales. “It was the work of children who came to school foolish and would remain unhappy for life, if not for this special work that improved their brains”, V. Sukhomlynskyi wrote [62, p.259-260]. He called the poetic work of the students “a subtle, refined, tender school of emotional life”, which “creates tender sensitive parts in the child’s brain” [ibid.], which contributes to the personal abilities disclosure. Based on the results of his pedagogical observations, he argued that “the joy of intellectual success <...> is the red thread of the whole emotional life of the student” [62, p.256], and therefore closely linked the development of cognitive abilities of students with the development of their emotional sphere: “The brain, which you managed to influence with a magical poetic word, acquires the ability to remember’ [62, p.258].

Teacher’s advice on the development of “difficult” children thinking by means of poetic words, by developing their interests, encouraging learning through the use of accessible, emotionally colored tasks, creating an atmosphere of positive emotions and tolerance for such special children, active compassion and dialogue with them in the process of purposeful pedagogical “treatment” remain relevant, and therefore in demand in modern inclusive education [5; 34; 45].

Among the scientists, representatives of the scientific and psychological community, Yu. Hilbukh was one of the first in Ukraine to address the problem of school failure. And it was he who contributed to the renewal in the mid-1970s in the “scientific rights” of psychodiagnostics (after a long ban that began after 1936) as an effective tool for studying the child [14, p.34]. Today he is considered one of the founders of psychodiagnostics in modern Ukraine [6].

#### ***Yu. Hilbukh’s contribution to the humanization of school education in Ukraine***

In the 1980s and 1990s Yu. Hilbukh, one of the few scientists, dealt with the problem of schoolchildren’s failure. His creative achievements are now rather forgotten than known. Although he and the staff of the Research Institute of Psychology of the USSR (now G.S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, hereinafter – the Institute) obtained experimental results of researching the student’s personality, learning opportunities and ways of psychological and pedagogical assistance to individual students, became a milestone in the development of Ukrainian pedagogical psychology. Isolated publications about him belong mainly to his former like-minded colleagues [6; 27; 45].

The first step in the return of psychodiagnostics to Ukrainian psychological practice is associated with the opening in 1975 at the Institute of Psychodiagnostics Laboratory under the leadership of Yu. Hilbukh. The scientific unit investigated methodological, theoretical and practical problems related to the creation of new tests, adaptation of known traditional methods, diagnosis of different populations of children and adults, as well as the introduction of psychodiagnostics in the practice of schools [21].

In the late 1970s, Yu. Hilbukh and his colleagues were the first in Ukraine to experiment with the introduction of so-called equalization classes at primary school in order to overcome school failure. Some aspects of this experiment, particularly in schools in Donetsk region (Donetsk, Horlivka, Mariupol), were mentioned by one of its participants, Yu. Hilbukh's colleague O. Penkova: "We selected students for equalization classes and obviously saw the whole tragedy of these children, who needed only more time to master the material, and they were sent to special boarding schools. As a result children and parents suffered. We observed these students during the school year, made student assessments and made corrections. It was a necessary and interesting work, that united us" [6, p.79].

However, in the early 1980's, according to psychologist L. Kondratenko, the laboratory was closed. However the publications [1; 9; 10; 11; 60] show that Yu. Hilbukh continued to develop the problem of student failure in the framework of his doctoral study "Method of psychological tests and ways to improve it", which he successfully defended in 1987. He substantiated and experimentally confirmed the provisions related to theoretical and applied issues of school and professional psychodiagnostics. The scientist interpreted it not only as a tool for determining the psychological diagnosis of the child's personality, i.e. as an aspect of cognition of his mental personality, but also as "a tool for its psychological correction (if necessary, the formation of certain mental qualities) or ensuring its increased development" [21, p.26]. In general, the modern system of teaching and mental education of children, the scientist considered as a fairly spontaneous formation, within which has not yet developed a deep knowledge of the cognitive capabilities of the individual and special methods of implementing these capabilities in the educational process [21, p.35].

The concept of differentiated learning was based on the idea that the decisive factor in the child's learning and mental development is played by the time factor [8, p.63] and proved the scientific hypothesis that primary school failure is rooted in the child's insufficient readiness for learning. According to the survey, in the preschool age such children experienced certain adverse

circumstances that artificially delayed their development [56; 57]. It should be noted that the circumstances in the scientist's concept did not play a significant role (pregnant mother's disease, child's minimal brain dysfunction, his/her own severe illness in preschool, poor developmental conditions, slow mental functions), the psychologist was interested only in the current state of the child and ways to correct it.

In 1989, the work of the unit called "Laboratory of Psychodiagnostics and Psychology of Differentiated Learning" at the Institute was resumed [23, p.96]. Yu. Hilbukh, a well-known psychologist, Doctor of Psychological Sciences, Professor, was again appointed the Head of the Psychodiagnostics Laboratory. According to the scientist, the aim of the renewed scientific unit, was "the purification of the idea of differentiation of students by certain types of classes from vulgar distortions, on the one hand, and stereotypical, one-sidedly negative approaches to it, on the other hand" [15, p.63], and also "introduction into school practice of the laboratory-developed psychological and pedagogical system of differentiation of the educational process in the secondary school" [23, p.96]. It should be noted that the laboratory staff also contributed to the justification of the need to introduce the position of school psychologists in Ukrainian schools [42], which was implemented in 1991–1994 [35].

Source analysis suggests that even before the official resumption of the department, since 1987 the so-called problem group for the diagnosis of mental development of six-year-old children, consisting of scientists from the Institute led by Yu. Hilbukh [50], began an experiment to differentiate learning in the primary level. 7 urban and 3 rural schools took part in the experiment [14, p.34]. The following year, the number of experimental institutions increased to 70 [ibid.], and since 1989 the experiment began in several schools in Belarus [16, p.15], Kazakhstan, Russia [57, p.3]. According to Yu. Hilbukh, in the 1991-1992 academic year, 400 schools took part in his experiment [57, p.18].

Scientists realized in practice the idea of introducing a system of classes at primary school, consisting of 3 types, and provided for differentiated acquisition of the first classes based on the results of the application of a set of portable test methods developed or adapted in the laboratory of differentiated learning [13]. "Depending on the current level of development of children's abilities and in coordination with the parents, children were included in one of the three types of forms", Yu. Hilbukh wrote [14, p.34].

Differentiation was performed on a psychodiagnostic basis [23, p. 100]. The *first type* of classes, selected by the scientists, usually included children

whose mental development corresponds to the age norm. According to the researchers, such children make up about 65% of the total [14, p.34].

The *second* type consisted of accelerated learning classes for children with advanced mental development. Training took place according to the formula “four years for three” for the six-year-old students and “three years for two” for the seven-year-old students and according to the “compact programs” [23, p.67]. To ensure the further mental development of such children (they were about 14-15% [16, p.16]; 15-18% [15, p.64]; 15% [57]; 15-20% [23, p. 97]) various forms of creative and independent work, competitions, and distribution and cooperative tasks are widely used [22, p.67].

Yu. Hilbukh substantiates the thesis that the classes of accelerated or in-depth learning create “favorable preconditions for the gifted child individuality. This is a real way to increase the intellectual potential of society”, which has long been realized abroad [16, p.22]. The scientist argued that after graduating from elementary school, students of this class should be able to continue to study in-depth educational programs in accordance with personal inclinations and abilities. Such education in the 5<sup>th</sup> -10<sup>th</sup> grades was to be differentiated through optional classes, as well as through the creation of a set of subject cycles, such as physics and mathematics, chemistry and biology, science and humanities (linguistics, literature, art, history), polytechnics, computer technology, technical modeling), etc.<sup>7</sup>

We consider these considerations of the scientist to be a harbinger of the specialized education implementation in high school, which began in Ukraine in the 2000s. It should be noted that Yu. Hilbukh provided for the advanced training of schoolchildren from the 5<sup>th</sup> class, but for those students who received primary education in the classes of accelerated learning. Obviously, his approach is deeper in the sense of differentiation and is still awaiting implementation.

According to Yu. Hilbukh’s conceptual approach, the content of educational and subject cycles was to be outlined in special programs, which would be a supplement to the current curriculum and programs. In collaboration with his colleagues, the scientist implemented the idea in a number of curricula for grades 5-10<sup>8</sup> (at that time there was a 10-year secondary school – *note*) for the schools with Ukrainian and Russian languages of instruction (issues № 4-9

<sup>7</sup> We consider these considerations of the scientist to be a harbinger of the specialized education implementation in senior school, which began in Ukraine in the 2000s. However, it provided for advanced training of students from the 5<sup>th</sup> class, but for students who received primary education in the accelerated learning classes. Obviously, the approach of Yu. Hilbukh is deeper in the sense of differentiation and is still waiting for its realization.

<sup>8</sup>At that time in Ukraine there was a 10-year secondary school of general education.



series “Educational process in differentiated classes”, 1992-1993), and psychological and pedagogical justification of ways to implement differentiated education was set out in publications for teachers [18; 20].

Recognizing differentiated learning as the main prerequisite for the implementation of the key principle of pedagogy – the principle of individual approach to students, i.e. taking into account their individual psychological characteristics in the educational process [23, p.62], Y. Hilbukh in the early 1990s argued that not only secondary and high school students, but also primary school students should be involved in the process: “Today, in some regions of Ukraine, several hundred of “differentiated” classes are opened per year. At the same time, they forget that the first school years are the foundation not only of education, but also of development of abilities. And it is unlikely that differentiation in the secondary and high school can be effective under its absence at primary school” [16, p.22]. And in primary school, the scientist noted, differentiated learning was implemented only or mainly in the form of clubs and extracurricular activities in amateur art, labor education, physical education, “intraclass differentiation” [23, p.62], and therefore the scientist stated: “They are trying to build differentiated learning on the basis of taking into account only the interests and inclinations of students, ignoring the existing individual differences in the development of intellectual abilities” [ibid.].

Yu. Hilbukh constantly argued that “intelligence and abilities can develop only when the children are constantly straining their abilities, working at the limit of possibilities... no problem when something fails, the main thing – that the child was aimed at achieving new heights in learning” [16, p.17]. To help senior students master the rational methods of educational and work activities and to develop their mental abilities, the scientist wrote a book “How to learn and work effectively. Scientific management for high school students” (1993), where he presented psychological and pedagogical recommendations for the development of observation and attention, learning scientific terms, solving problems, training spatial attention and “rationalization of memory” etc. [17].

Finally, the *third* type of primary school according to the Yu. Hilbukh’s plan consisted of increased individual attention classes (IIAC), which included children poorly prepared for school, “pedagogically neglected” [14, p.35], or with minor deviations in mental development. Such children quantitatively make about 15-20% of the total number of entrants [22, p.16]; 15-18% [8, p.64].

The peculiarities of the IIAC work included:

- maximum number per class – 16-18 students, compared to the generally acceptable 30-35 students;

- high requirements for the professionalism of the teacher;
- implementation of training in IIAC on the basis of correctional methods developed in the laboratory of psychodiagnostics (authors – Yu. Hilbukh, L. Kondratenko, L. Korobko) [23, p.97];
- giving a teacher the right to follow the curriculum of a regular four-year (or three-year) primary school, to change the educational process in such a way as to contribute as much as possible to the development and educational success of students.

Great importance in the work of KPIU was given to the organization of teacher-student interaction in class and in extracurricular time, the formation of a friendly class team, a friendly climate.

Yu. Hilbukh attributed “slow students” to the children with insufficient preparation for school [18, p.219-220; 45, p.123]. As the participant of experiments, the employee of psychodiagnostics laboratory L. Kondratenko explains, that in course of check of children-entrants the scientists distinguished slow and unhurried children. Children with different levels of readiness for school and learning abilities were considered unhurried. Their unhurried manner in performing educational tasks was determined by the inert type of higher nervous activity. Such children work at a somewhat slow pace, but the depth, accuracy and quality of knowledge is not affected [45, p.124]. Others are slow children. They are not able to acquire knowledge at the pace offered by the school, not because they think slowly, but because they make mistakes at every step, and because of these mistakes their schooling resembles a path in a labyrinth. In order to find a way through the labyrinth such children need a lot of teachers’ help and, as a result, a different teaching method, a slower pace of mastering new material. In a regular class, such a child will face the fate of a failed student, whose lag behind peers only grows and deepens every year.

It should be noted that already in 1994, specifying the method of completing differentiated classes on the basis of psychological observations and experimental results, Y. Hilbukh came to the conclusion that it is necessary to create the *fourth* type of classes for children with mental retardation (MRC), which are 2-3% of the total number of preschoolers [22, p.16]. Based on this, the laboratory addressed the Ministry of Education and Science of Ukraine with a proposal to open such types of classes in the secondary schools [22, p.17]. It was carried out in the cities of Rivne and Zaporizhia. The MRC opened there at usual schools was for 10-12 pupils who were taught by the teacher with defectological education [22, p.17]. This example shows the steps taken to

implement the ideas of inclusive education in Ukraine in the early 1990s.

Conducting the experiment, scientists set the following tasks:

- ensuring constant confidence of children in their learning ability, enjoyment of intellectual stress in the learning process;
- creating comfortable living conditions for children and taking measures to strengthen their health;
- promoting the general development of the individual; implementation of correction and training for the development of cognitive abilities [45, p. 334].

The first and second tasks were implemented in the process of organizing educational work, the third combined the influence of intellectual background with correction, and the fourth was solved through the use of developmental tasks, individual and group classes of psychologist with children, game trainings and thinking development course. It began at the second year of study [45, p.334].

According to L. Kondratenko, even during an experiment with equalization classes in the late 1970s, scientists recorded a psychological trap that children of all types of classes fell into, aimed at correcting the already found failure. Studying in such classes formed from children losers who already “felt the bitter taste of school failure and developed certain methods of psychological protection, the main of which was the internal “habituation” to low self-esteem and inability to learn the program” [45, p.126]. After some time of constant humiliation, such a child learned poorly not only because he/she could not, but also because he/she no longer wanted to learn, not expecting anything from the learning process, except new and new annoyances. It was these observations that prompted researchers to propose a further way in the 1980s and 1990s that they believed avoided the traumatic experience of school failure: children were singled out not for failure but for readiness for school.

We consider the thesis to be a significant conclusion of the experimental work formulated by L. Kondratenko: “While equalization classes acted as groups of specially organized correctional education for children (equalization classes) who did not cope with the first grade program, they, even despite the will of experimental training organizers, turned into oases of trouble, reservations for “uncomfortable” children “[45, p.127]. Therefore, starting the experiment in the late 1980s according to the concept of Yu. Hilbukh, the laboratory developed new approaches to differentiation, based on the results of pre-school testing and for the first time implemented a purely psychological approach to the division of children into different classes, based not on the level

of their academic knowledge, but the level of cognitive abilities formation.

The typology of “unsuccessful” children proposed by the scientists of the laboratory was also original, which was not based on the usual “deficiency” approach, which determines the lack of a certain ability formation, responsible for certain school abilities of children. Instead, the typology was based on the “effective approach”, which basis was the effectiveness of educational activities [45, p.259]. Therefore, “poorly prepared” students were divided into 3 main groups: children with insufficiently formed motives for learning (students who do not work enough); children with low educational efficiency; children with a combination of low motivation and low efficiency of educational activities. However, according to L. Kondratenko, this typology from the beginning had a certain contradiction with the declared pre-school approach to identifying school failure of children, as the effectiveness of educational activities can be determined only by the results of these activities [45, p. 258-259].

Experiments have also shown that a significant pedagogical problem was the professional unpreparedness of teachers to work in both accelerated classes and IIAC. It was difficult to develop methods of teaching individual subjects in different differentiated classes, because most teachers were not psychologically ready to change their own approaches to learning, to use fundamentally different teaching methods in different classes of the same parallel [45, p.261]. To facilitate their work, the staff of the laboratory developed manuals and recommendations, conducted training courses for teachers to study at IIAC. Scientists also constantly monitored the work of experimental classes [7; 22].

The references show that in 1989-1994 under the leadership of Yu. Hilbukh scientists of the psychodiagnostics laboratory carried out large-scale experiments to introduce differentiated education of children in primary school in Ukraine, Russia, Belarus and Moldova [6; 7]. Materials were found, according to which, for example, in Tiraspol, the experiment of differentiation of first grades and organization of education in them continued until the end of the 1990s [48; 37; 42]. In particular, in the work of the secondary school №8, under the scientific guidance of the psychodiagnostics laboratory, special programs and educational complexes were developed, according to which teachers and school psychologists could work with certain categories of children. The experimental program “Development of the child’s personality taking into account his real capabilities on the basis of psychodiagnostics and differentiated learning” was implemented. And from 1993 to 1998 they launched an experiment, and teachers and administration passed through the “psychological and pedagogical school of Yu.Z. Hilbukh” [48, p.7-8]. Describing the course of this experiment, the laboratory scientist L. Manylova

noted that it was based on humanistic principles of “timely identification and comprehensive cultivation of students’ abilities” and aimed at introducing “differentiated education and comprehensive individualization of the educational process” [49, p.31].

From the report of the psychodiagnostics laboratory of the Research Institute of Psychology of Ukraine for 1991 it is possible to learn that 394 schools in Ukraine and 112 schools from other states of the former USSR took part in the experiment at that time. The object of in-depth research were the following Ukrainian schools: Secondary schools №№ 52, 96, 157, 159, 178, 251, 254, 286, 288 in Kyiv, Secondary schools №№ 50 and 91 in Donetsk, Secondary schools №№ 14, 19, 54, 65 in Horlivka, Donetsk region, Secondary school № 150 in Dnipropetrovsk, Secondary school № 6 in Novomoskovsk, Secondary school № 103 in Kryvyi Rih Dnipropetrovsk region, Secondary school № 149 in Kharkiv, Secondary schools № 12, 23 in Rivne, Secondary school № 17 in Vinnytsia, Golynska Secondary School, Ivano-Frankivsk Region, Secondary School № 7, Lebedyn, Sumy Region, Secondary School № 20, Luhansk [38, p.2-3].

The report also states that the psychological and pedagogical system of differentiation of students developed in the laboratory in accordance with the current level of their mental abilities is “an effective means of ensuring the harmonious comprehensive development of the individuality of students and student groups” [38, p. 2-3]. Psychologists stated “profound structural changes in the cognitive activity and moral sphere of students”. The experiment showed that in both areas students have large reserves that cannot be used in the traditional organization of educational process. The control assessments of differentiated classes students, conducted in a number of schools in Donetsk, Dnipropetrovsk, Rivne and Kharkiv regions, proved the significant advantages of the described system.

At the same time, there were still problematic aspects that were clarified during the research. Although the level of knowledge of IIAC graduates (according to the results of tests of the Ministry of Education and other audit commissions) was sufficient for successful secondary school education, in the following classes only a few of IIAC children remained at the same level of academic achievement at the end of their studies, as they had at primary school. In general, such children became classic low-performing students, who constantly balanced between grades “2” and “4” [45]. L. Kondratenko describes the following strange situation that arose during the experiment: the aim of the IIAC was to prevent failure, which was formed on the basis of unpreparedness for schooling. This goal seems to have been achieved “and

at the time of passing to primary school there seemed to be no real factors for the secondary failure, which is formed on the basis of lack of knowledge, skills and abilities necessary for further learning” [45, p.306]. However, in reality the failure still occurred. Faced with the first difficulties in learning in 5<sup>th</sup>-7<sup>th</sup> grades, the IIAC graduates showed helplessness, inability to solve problems on their own, and “showed all the signs of a deficient personality with clear manifestations of personal victimhood” [ibid.]. The scientist writes that the academic failure was sometimes preceded by manifestations of general failure: low self-esteem, inferiority, deficiency, insecurity, lack of intellectual effort, and, as a result there were gaps in knowledge.

L. Kondratenko admits that: “The results of IIAC’s activity showed that the work aimed only at developing the learning abilities of students with insufficient readiness for school gave only a temporary effect, as it did not provide a permanent positive polarity of the whole system of functioning of a child as an individual and as a personality” [45, p.306-307].

Other psychologists, S. Goncharenko and L. Manilova, also wrote about the difficulties faced by the experiment participants [27; 49]. They stressed that the effectiveness of IIAC students depends on external factors (errors in the staffing of such classes, the inability to provide scientific support by psychologists of each IIAC, project funding), and the specifics of the personality of IIAC children, most of whom were psychophysiologicaly immature and its complicated both learning and communication [25, p.69].

Despite the difficulties and problems of introducing differentiation at primary school, Yu. Hilbukh defended the idea of the expediency of differentiating students by their abilities, but subject to the principle of democracy through the actual provision of all categories of children “basically one amount of knowledge with high achievement” [19; 51]. Establishing the growing level of social stratification in Ukrainian society, typical of the 1990s, another Ukrainian psychologist, Professor G. Ball, wrote that the Yu. Hilbukh’s classes of increased individual attention really provide an individual approach to each child, promote individualization, which defined “fundamental characteristics of free personality development strategies” [56, p.10-11].

We consider his book “Temperament and cognitive abilities of a student: psychology, diagnostics, pedagogy” (1992; revised and corrected edition in Russian, 1993) to be a kind of generalization of scientific views and experimental research of the scientist connected with practical realization of the personal approach to the child-student (1992; [18], which reveals his approach to solving the problem of rapid diagnosis of primary activities

of students: experimented achievement tests, recommendations for the diagnostics of oral responses of students in the process of testing their knowledge, diagnosis of the zone of proximal development and level of actual development of the child, his/her educational activities, means of correction of inattention, development of memory, observation, imagination, i.e. effective tools for “full realization of cognitive abilities that the student has at this time, ... and creating the most favorable conditions for further development of these abilities” [18, p. 227], as well as provisions for the construction of “long-term individual characteristics as guidelines in the “current interpretation of student learning behavior”.

From an interview<sup>9</sup> with a leading researcher of the modern department of psychodiagnostics and psychological information of the Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, Doctor of Psychology L. Kondratenko, it was found that after Yu. Hilbukh left Ukraine in 1995, the experiment was collapsed.

In 1996, after Yu. Hilbukh’s departure, his book “School Class: How to Know and Educate its Soul” was published, co-authored by Academician of the National Academy of Pedagogical Sciences of Ukraine O. Kyrychuk. It reveals to the teachers the understanding of the class as a kind of small group, as an organism, i.e. “holistic mental individuality” [24, p.5]), which requires study and characterization, because the class becomes a center for the child, where it is socialized. Therefore, the teacher must learn to trace and diagnose the processes in such a small group, to determine the patterns of its functioning and development. The content of the book was aimed at helping the teacher, and its analysis, in our opinion, is currently relevant.

In 1980-1990 another Ukrainian psychologist A. Furman worked on the issue of psychodiagnostics of intelligence in the system of education differentiation. He participated in the development of programs for the 5<sup>th</sup> class with the advanced learning of basic subjects (CAL) [65, p.108 ], studied the activities of classes with accelerated learning (ALC) and substantiated the conclusion that 9-year-old students who graduated from ALC, are able to learn not only one, but all subjects advanced and its normal for them [65, p.111], as their mind is “programmed to a theoretical (conceptual) level of cognition”, another level of knowledge acquisition is superficial to them, such that “does not fully develop their mental and volitional qualities”. Another current conclusion of the scientist was the statement about the extremely important role of the first teacher in the mutual adaptation of students and teachers

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<sup>9</sup> Interview with Dr of Psychology L. Kondratenko were conducted by the author of the article in August 2017 and in October 2018 in Kyiv.

in the 5<sup>th</sup> class, because the first teacher is the link that connects learning for children “before” and “after” [65, p. 112], so it is advisable that the first teacher continues to teach at least one subject in the 5<sup>th</sup> grade.

Based on his own experience of using the known intelligence tests, in his book “Psychodiagnostics of intelligence in the system of learning differentiation” A. Furman made “almost the first in the history of domestic psychological science and school practice” attempt to allow teachers to test themselves in “psychological diagnosis level and features of intellectual development of students and approach the scientifically sound implementation of a system of differentiated or individualized learning” [65, p.4]. He introduced the technology of using tests of mental development of students, who are the most accessible to teachers. Along with a description of the technique of holistic test examination of students, the scientist argued the possibility of using tests to create different types of classes (lyceum, gymnasium, general education, increased individual attention) and differentiated learning groups to teach gifted and retarded students. The test methods, technologies of conducting and processing test examinations, as well as interpretation of their results, recommendations for differentiation of the educational process played an important role in spreading the psychological component of education humanization in the first years of Ukraine’s independence.

**Conclusions.** As a result of Ukraine’s choice of state policy, focused primarily on the humanization of life in the country, educational policy was aimed at creating and providing conditions for the development of the individual from the first years of sovereignty. The search for personality-oriented learning strategies, started by V. Sukhomlynskyi in 1950-1960, was continued by innovative teachers in 1970-1980 [12], as well as the research of Ukrainian scientists in the field of students’ learning individualization, which contributed to the intensification, were actualized. This research in the 1990s introduced the differentiation and individualization of school education, including with the use of psychological and pedagogical methods, psychological diagnostics and the development of corrective psychological and pedagogical strategies of personal development.

Yu. Hilbukh belongs to the bunch of Ukrainian scientists, whose achievements in the theoretical and applied dimensions provided individualization of schooling, contributed to the introduction of psychodiagnostics into school practice, and rooted in the minds of educators the need for psychological knowledge of compulsory educational tools. He and his colleagues from the Laboratory of Education Differentiation of the Institute of Psychology of Ukraine substantiated and argued the need to introduce psychological support



for students in Ukrainian schools, which led to the introduction of school psychologists (early 1990s), the creation of a separate Psychological Service of Ukraine as well as the personality-oriented paradigm in Ukrainian education, one of the modern manifestations of which is inclusive education.

The development of inclusive education in Ukraine in accordance with the concept of the New Ukrainian School (2017) manifests not only the modernization of the state's humanitarian policy, but also a change in the pedagogical paradigm. The main core of change is the implementation of humanistic child-centeredness of all types and forms of education. The principles of inclusive education are consistent with global humanistic principles for the education of children with special needs.

At the same time, we should not forget that the implementation of inclusive education in Ukraine has become possible due to the previously created scientific and experimental base and the long-term experience of educators and socialization of children with special needs. These achievements of Ukrainian pedagogy, firstly, became the basis of modern educational modernization in the field of education, and secondly, they remain a source of ideas for the future.

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**PEDAGOGICAL EXPERIENCE OF THE WORLD LEVEL:  
OLEKSANDRIVSKA SCHOOL-KHUTIR FOR THE DEAF  
(1903–1911)**

**U**rgency of the research. Among the current transformations in education taking place in Ukraine, one of the priority places is the radical reform of education and socialization of children with special needs. Significant changes in this area increase interest in relevant historical experience. In this regard, the activity of Oleksandrivska deaf and dumb school-khutir (college-khutir) and its direct founder F. Movchanovskiy is worth mentioning.

In the educational literature on the history of deaf education, even in Soviet times, when it was considered politically impractical to positively characterize the pre-revolutionary experience in any field, Oleksandrivska school-khutir was mentioned as the world's largest deaf and dumb school, original in its organization, content and training for future employment [2; 16]. Meanwhile, such a unique institution is practically unknown to the general pedagogical community. In our view, this is a negative consequence of the traditional separation of special pedagogy from other pedagogical sciences, which reflects many years of some isolation of people with special needs in society. Today, Ukraine is trying to overcome this common discriminatory stereotype. The in-tegration of people with special needs, including in the education system and the labor market, is slowly but surely taking place. In this respect, the historical experience of raising and educating children with disabilities acquires a different meaning. Its achievements should take their rightful place not only in their own, special, but also in the general historical and pedagogical literature.

**Analysis of recent research and publications.** It should be mentioned that modern Ukrainian deaf educators ignore a peculiar children's town

(S. Kulbida, V. Sakun, V. Shevchenko). Thus, in his monograph “Polish nobleman Feliks Movchanovskyi: life and work” (2017) V. Shevchenko examines the history of the establishment, operation and destruction of the school-khutor in the context of the general activities of this extraordinary person as a mayor of Oleksandrivsk (now the city of Zaporizhzhia). Especially valuable in this study is the use of documents of the State Archives of Zaporizhzhia region, which significantly specify the presentation of the material [13]. Also from the point of view of topic visualization, the publication of V. Sakun, dedicated to the fund of the Museum of History of the Ukrainian Society of the Deaf, which stores postcards with images of this educational institution, is very interesting [11].

As the basis of the school’s financial support was charitable donations, the institution has become the subject of attention of historians who study charity in Ukraine. In particular, this applies to K. Petrova’s articles, which analyze a set of publications on the pages of the newspaper “Aleksandrovske Novosti”, which covers the topic of charity in the city in the early twentieth century [8], and the materials of the State Archives of Zaporizhzhia region trace the financial problems of the institution [9]. To the same group of historiographical base we include K. Nedria’s research of guardianship over the school-khutor by the officials, in particular on the example of the Ekaterinoslav provincial marshal of nobility, Prince M. Urusov [7].

A separate group of publications consists of materials that have a local history character. Their authors respectfully mention the name of the founder of the school-khutor Feliks Movchanovskyi, and also support the current state of the territory where the school was once located (I. Yehorova, V. Moroziuk, V. Perepadia, O. Synelnykova, N. Soloviova).

**Objective statement of the article.** Supporting the tendency to combine information about institutions of different types in the general array of historical and pedagogical knowledge, the purpose of the publication is to promote the integration into the general background of the historical and pedagogical process of information about one of the best educational deaf and dumb institutions – Oleksandrivka School-Khutor.

**Results of the research.** At the turn of the 19<sup>th</sup> and the 20<sup>th</sup> centuries among the state authorities that performed managerial functions in the field of charity in the Russian Empire, one of the leading positions was occupied by the Office of the Institutions of Empress Maria (OIEM). It took care of women’s charities and some special educational institutions under the personal patronage of



empresses and other members of the royal family [1]. Traditionally, the Office was under the patronage of the emperors' wives. Its last curator was Maria Feodorovna, the wife of Alexander III, under whose protection this body functioned in 1881–1917.

Thanks to the initiative of Maria Feodorovna in 1898 a separate deaf and dumb Guardianship Department of Empress Maria Feodorovna was founded within the OIEM. Among its main tasks were to find sources of charitable funds and its use for the benefit of educational institutions for deaf children. Despite the introduction of various forms of organization of charitable donations, material resources for the implementation of the plans of the Guardianship Department systematically lacked, so in its governing body – the Guardian Council – there was an idea to create the schools-khutirs (school-farm). According to the plan, there the deaf children of peasants, without detaching from their usual environment, had the opportunity to get a general education and master the skills of rational management. Maintenance in such an educational institution was to be carried out partly on charitable funds and partly reimbursed by parents and students. At the same time, the exemplary organization of the farm on the khutir was to serve as an example for the inhabitants of the surrounding villages.

In 1899–1900, the Guardian Council sent letters to the governors of the Russian Empire explaining the importance of the existence of farm schools and calling for initiative to establish them. Thanks to the mayor

F. Movchanovskiy, this appeal had the most significant consequences in the city of Oleksandrivsk, Yekaterinoslav province.

Feliks Frantsovych Movchanovskiy (1852–1921), a Polish nobleman (born in Suwalki, Poland), spent his entire conscious life in modern Ukraine. At first he lived in Kharkiv, and in the mid-1870s he moved to Oleksandrivsk, where in 1875 he founded a steam sawmill and bought a forest hithe, thanks to which he soon became one of the wealthiest people in the region. He was repeatedly elected a member of Oleksandrivsk County Zemstvo and a member of the local Duma, and on December 11, 1901, deputies of Oleksandrivsk Duma entrusted F. Movchanovskiy with the post of mayor [14]. Later, evaluating the ten-year activity of Feliks Frantsovych in this position, grateful residents of the city will write about him such words: “a big, very rich and intelligent merchant, a man of extraordinary size, purely American energy and tireless work... For ten years of his management of the city, he literally created an era in the history of Oleksandrivsk. About the latter we can say that its history is divided into two unequal periods: from the creation of the world to Movchanovskiy and from Movchanovskiy to the present day. From a small deserted town, mired

in all kinds of evil, it has turned into a 40 thousandth city, with bridges, water supply, 4 secondary schools, with 2 lines of railways, with a well-equipped hithe on the Dnipro, with a budget of about 400 thousand rubles. And really there is no useful, good deed in the city, in which Movchanovskyi would not be the initiator or the main figure” [4, pp. 5-6].

One of the priority activities of F. Movchanovskyi was to take care of the establishment and development of local educational institutions. As a deputy and as a mayor, he played a significant role in the opening of the first male secondary school in Oleksandrivsk – a seven-grade mechanical and technical school (from which the modern National University “Zaporizhzhia Polytechnic” draws its chronicle) [3], Count Witte seven-grade commercial school, building of women’s gymnasium and many others. [13, p. 107–125].

The new mayor’s former decision to establish a school-khutor did not go unnoticed. As early as 1900, in response to a letter from St. Petersburg, the Duma allocated the necessary land, and in 1901 confirmed its intentions to create such an educational institution, but further steps in this direction were hampered. On May 11, 1903, F. Movchanovskyi, together with a group of local public figures, founded Oleksandrivsk Deaf and Dumb Guardianship Department of Empress Maria Feodorovna, which began concrete actions to establish a new educational institution. The founders of the school-khutor immediately set themselves the goal of teaching and educating the wards in such a way as the ordinary healthy people.

The consultant of Oleksandrivsk Department was a well-known deaf educator Mykola Lagovskyi (1862-1933), the inspector of St. Petersburg Deaf and Dumb School and at the same time the inspector of all deaf and dumb schools in Russia. F. Movchanovskyi also personally studied the experience of special institutions of the Russian Empire. Already in August 1903, a new educational institution, which began to develop in the picturesque steppe area two miles from Oleksandrivsk, accepted the first 30 children [4, p. 15].

It is worth noting that the initial capital of Oleksandrivsk Deaf and Dumb Guardianship Department was only 311 rubles 40 kop. However, soon thanks to convincing appeals of F. Movchanovskyi, it began to receive various subsidies and charitable donations from the city governments, rural communities and individuals. Felix Frantsovykh himself spent a significant amount of his own money on the school. In this regard, the submission to the Governor of Yekaterinoslav stated that the chairman of Oleksandrivsk city council nobleman F. Movchanovskyi was promoted to the rank of collegiate assessor precisely for his ascetic work and significant material contribution

to the Oleksandrivsk Deaf and Dumb Guardianship Department of Empress Maria Feodorovna, joint for Ekaterinoslav and Tavriya provinces [33]. The school was also financially supported by membership fees of Oleksandrivsk branch of the Guardian Council, payments for education and maintenance of pupils, and later it began to receive income from its own economic activities of the farm.

Undoubtedly, it was necessary to have the optimism, energy, entrepreneurship and authority of F. Movchanovskyi to build and ensure the smooth functioning of the whole town on 30 tenths of land without the help of state funds for seven years, the description of which is impressive even today.

One of the features of Olexandrivska school-khutir was the creation of the second, after Kyiv, kindergarten for the deaf. It was located in a separate one-and-a-half-storey building with a large balcony and accommodated 30 children aged 5-6. The premises of the kindergarten were located next to other buildings and were designed for autonomous functioning; in particular, it even provided apartments for employees. The house was surrounded by a garden with paths, flower beds and lawns. The main task of the educators during the special games, thanks to purposeful exercises, was not to allow the vocal cords of the children to be roughened before the beginning of their systematic education, which, given the physical condition of the children, was considered appropriate from 8-9 years. In addition, teachers conducted classes according to the Froebel system and took care of the physical and moral development of students, trying to fill their lives with joy and optimism.

After completing the three-year preparatory period, the children moved to a school where they studied for 9 years. The school building had 14 classrooms that met all the requirements of hygiene, a large bright recreation room, a handicraft class and a room for servants. Pupils lived in two dormitories – men's and women's. There was also an elegant church in the dormitory building for girls and teachers.

Without categorically rejecting the hand language, teachers of Oleksandrivska school-khutir preferred to teach their students oral verbal speech and use it as a means of communication and acquisition of knowledge. This method of deaf children socialization was considered by most deaf educators of that time to be the most perfect. Therefore, the main tasks of the teachers were to teach students, firstly, to read the movements of other people's speech, secondly, to say the words themselves, and thirdly, to have a conversation. Simultaneously with mastering oral speech, children learned to read and write. Of course, such a complex work not only required the teacher to know special methods, but also required a lot of time and

patience. Therefore, no more than 10-11 students were enrolled in one class. Skilled and persistent work of teachers gave positive results. Thus, members of the commission, which in 1910 inspected the work of the school, noted in their report that its students have great success, and if not for the laryngeal voice, the best students could not be distinguished from ordinary children [4, 15].

In addition to literacy, the curriculum of the school-khutir included religion, Russian language, arithmetic, history, geography, nature study, physics, a course of general knowledge. Drawing, technical drawing and calligraphy classes were held in well-equipped special classrooms only with those who were inclined to them. As at that time there were no officially approved compulsory curricula for deaf and dumb schools, the founders of the institution based on the existing options have drawn up their indicative programs with the prospect of finalizing them in the teaching process.

Of course, the children who learned at the school-khutir were very different, including in their development and mental abilities. Anticipating the existence of such a separate school, Oleksandrivsk Deaf and Dumb Guardianship Department of Empress Maria Feodorovna, was the only one in the Russian Empire to create conditions for the realization of the idea of separate education for children who for various reasons do not master the program material. For these students, a separate large bright beautiful building on two and a half floors, with three classrooms, bedrooms and various accommodation premises was built. The education of such children under the shortened program also lasted 9 years. The main task of school teachers for the underachievers was to prevent the development of apathy, depression, laziness and, if possible, to help breaking the school failure and catch up the peers from the main school.

Taking into account that the principle of clarity is especially important when teaching deaf children, the Oleksandrivsk Deaf and Dumb Guardianship Department provided teachers with a significant number of paintings, collections, albums, tables and other visual aids in all subjects. The department also took care of creating a good library. It was located in a separate building and was divided into adult and children's one. The school staff could find here special pedagogical literature, fiction, periodicals. Most of the books and magazines purchased for students were those addressed to ordinary young and middle-aged children.

In addition to the already mentioned buildings, the khutir also had a 3-storey administrative building, a school museum, a hospital with a pharmacy, a bakery, two houses with apartments for family employees, a bathhouse, a steam laundry, and a biological station where the dirty water and sewage were cleaned with the help of a sewage system. All rooms had water

supply, central heating, were connected to each other and to Oleksandrivsk by telephone. The khutir was decorated with a pond, a spring and a specially equipped streambed. It had its own railway platform, and at night its entire territory was well lit by electricity.

As F. Movchanovskiy, as the trustee of the school-khutir, was concerned that the children admitted to the school, often suffered from anemia, scrofula and other diseases, the treatment of which required particularly favorable climatic conditions. Therefore, Feliks Frantsovykh asked the Oleksandrivsk Deaf and Dumb Guardianship Department in the Yevpatoria City Council for a gift of possession of four tenths of land on the Black Sea coast. Soon green lawns, flower beds, vegetable beds, young trees and berry bushes appeared on the bare, sandy coastal land. And among them grew a very beautiful two-story building that resembled a palace. It was a school-sanatorium for 50 children with five classrooms, a house church, a recreation hall, and a library. A hospital, a bathhouse, a laundry, a workshop and other outbuildings were built near the school. Five junior classes of the school-khutir went here in turn for a year with their teachers. Without interrupting the regular classes, children had the opportunity to swim in the sea and lagoon, sunbathe, and breathe healing air. All this, of course, had a good effect on their health. Olena Safonova, the teacher of the school-sanatorium wrote about this institution as follows: "Being a teacher in this sanatorium for the second year already, I had to observe the following: children, especially little ones, are brought in weak, anaemic, skinny, with weakly developed chest, their bodies are often covered with lichens, plagues and scabies, between them most with obvious signs of tuberculosis. All these children look pale, apathetic and sluggish, but after a year they are not recognized, all on average added more than 15 pounds, made stronger, with a lively cheerful look and tanned fresh faces. There's never been an infectious disease in five years of the sanatorium's existence... With the restoration of physical strength children manifested the strong desire to engage in, get acquainted with everything around, which I could observe with the children in my class" [10, p. 312-313].

The founders of the school-khutir knew that more than 90% of their pupils belong to the underprivileged sections of the population. After studying, most graduates will return to their homes, and therefore they must be adapted to the realities in which they will have to live in the future. Not wanting to harm the psyche of students, first separating them for a long time from their native environment with all its shortcomings, and then returning there again, the founders of the school organized a life for children that best suited their home environment. Pupils slept on straw mattresses, wore simple clothes

made of canvas, and walked barefoot in summer. They cleaned the premises themselves, nutritious but simple meals were prepared in the canteens. Students were taught order, neatness, discipline; they not only tried to form intellectual needs, but also to cultivate a love of manual labor.

From the beginning of the school-khutor, the pedagogical team aimed to give students the opportunity to simultaneously with general knowledge to master such crafts that will help them support themselves in adulthood. In the first years of the school's existence, the boys, under the guidance of masters, immediately began working in carpentry, binding and shoemaking workshops, but this did not give the desired results. Therefore, in autumn of 1909, a separate class was opened, in which the youngest boys wove twine bags, made baskets out of strings, sawed and did other simple work. The middle-class boys went to a handicraft class, where under the guidance of experienced teachers, according to a specially designed program, they got acquainted with the use of various tools and mastered the skills of working with them. These classes were a preparatory stage before learning specific crafts in special workshops, which is why special attention was paid during the last three years of the student's stay in school.

Girls at this time were engaged in needlework, and here the goal was to form skills, mastering which in the future you can have some income. The students learned to sew, embroider, mend clothes, knit, and crochet. Particular attention was paid to the ability to cut out. At first, the patterns were made of life-size paper, and then the girls drew them in a reduced size in their special notebooks. Thus, each student created her own album, which could be guided in the future. Girls from intelligent families were taught to make women's hats. Some of the children's products (bags, hats, etc.) were sold, in addition, the sewing class provided clothes for the pupils of the school-khutor.

Since 80% of the school's students were children of peasants from two agricultural provinces (Katerynoslav and Tavriia), its founders considered it their duty to ensure that students acquire as much as possible the latest agricultural knowledge during their studies, and become accustomed to the rational organization of rural labor. The khutor additionally leased land from the cities, arranging an exemplary farm with a six-field crop rotation. The farm bred pigs for sale (only Yorkshire), kept poultry, a milk farm (milk of 18 cows was used in the farm canteens) and a training apiary. In 1909 there were 2,000 trees in the school orchard; part of the land between them was planted with strawberries. Five tenths of land was occupied by a garden. The farm conducted experiments on growing roses for the expensive rose oil production. Attempts were successful, and in 1909 there were already

10 thousand bushes in a rosary. At the same time experiments on a silkworm breeding began. (On the remains of a once large farm park, orchard and rose plantation the Zaporizhzhia regional station of young naturalists was established in Soviet times).

In summer only students of three junior classes and ill students who could not work physically were allowed to go home. All others were divided into groups for work. The oldest boys worked in the fields, middle school students cultivated the garden and the kitchen garden. The girls cooked, washed, worked on the farm etc. According to teachers, this combination of study and work not only really prepared for independence, but also diversified the lives of children, did not let them get bored, tired of monotony.

The school had an experimental agricultural meteorological station. It was one of those stations arranged by the General Directorate of Agriculture and State Property in various parts of the Russian Empire to monitor the impact of weather conditions on the agricultural plants development. Senior students were assigned to help the station head. Their observation reports were sent monthly to the meteorological bureau and to the Mykolaiv Main Physical Observatory, and were also published in the annual reports of the Oleksandrivsk Deaf and Dumb Guardianship Department.

As already mentioned, Oleksandrivsk school-khutor was not financed by the state, but functioned mainly thanks to the donations of good people who sympathized with the deaf people. However, both subsidies from public organizations and charitable private contributions were, of course, unsystematic, it was simply impossible to keep such a large economy on them. Looking for ways to stabilize the school financial condition its founders sought its self-sufficiency. The creation of a printing house and a factory of agricultural machines and tools on the farm was the step on the way to the realization of the desired material independence. The designers of these production facilities took into account the maximum of technical improvements known at that time, and withstood all hygienic requirements. The latest equipment was purchased; all machines were powered by electricity. After mastering certain skills in handicraft lessons, high school students were allowed to work in the factory and in the printing house in their free time. So they got a profession and after graduating from school could work here, receiving a fairly decent salary (the plant, for example, employed 500 people).

Interestingly, the initiators of the plant saw it not only as a reliable means of solving the economic problems of the school-khutor, but also tried to give this industrial enterprise national significance. According to the plan, a graduate of any educational deaf and dumb institution in Russia could

work at the plant in rather favorable conditions (those who did not attend the educational institution were not accepted). As noted by the organizers, thanks to the plant deaf workers have the opportunity to provide for themselves and thank society for its care, and feel the satisfaction of realizing that the income from their work helps to educate younger deaf and dumb fellows in misery [5, p. 298]. And since the plant was located in the center of the steppe agricultural region, its products – reapers, seeders, threshers, etc., were in demand, and this provided stable profits and good prospects.

The printing house also turned out to be quite profitable. Thanks to the care of F. Movchanovskiy, it was fully provided with orders from public organizations, commercial and industrial enterprises, all kinds of illustrated publications and more. And these orders came from quite remote places, such as Kharkiv, Moscow, even from St. Petersburg. Thus, both the factory of agricultural machines and tools and the printing house were not only a source of stable financial support for the school-khutor, but also places where students of this educational institution acquired professions and graduates had the opportunity to get a job.

In 1910, the principal of the school-khutor became M. Lagovskiy, a well-known teacher of the deaf and hard of hearing, who, as already noted, from the beginning of the institution establishment took care of its activities. Leading the pedagogical team Mykola Mykhailovych invited his student, the future famous Ukrainian defectologist Ivan Sokolianskiy (1889–1960), to work with deaf and dumb students. [12].

In December 1910, together with teachers from Kharkiv, Kyiv, Odesa, and Malyn (Kyiv Province), a group of teachers from the Oleksandrivsk school-khutor took part in the All-Russian Congress of Teachers of the Deaf and Hard of Hearing held in Moscow. Thus, the delegates listened to and discussed the reports of teachers of this educational institution, namely Arkadii Maltsev “Participation of institutions of Oleksandrivsk Deaf and Dumb Guardianship Department in the exhibition and the need to promote the idea of teaching deaf and dumb in society”, Pavlo Hladush “Why the deaf and dumb are alien to physical labor after school”, Mariia Popova “On the issue of the financial situation of the deaf-dumb students’ teacher”.

Before the congress starts, I. Sokolyanskiy and his colleagues sent the report “About the native language learning by the Ukrainian deaf-dumb children” to its organizing committee. Since, in accordance with the Tsar Russification policy in the Russian Empire, not only in all ordinary, but also in all special educational institutions, teaching was carried out only in Russian, the choice of such a topic was a rather audacious gesture. Actually,



Ivan Panasovych did not even count on the support of Russian delegates and predicted that many of them would say “There is no such country as Ukraine! Who invented it? ... What national Ukrainian life, school, etc. can be there and what is their attitude to the deaf and dumb. We have so many unresolved issues, and here they offer to teach some Ukrainian language ...“ [10, p. 303]. However, this did not stop the young teacher. In his speech, he was convincing and sharp enough to prove that thousands of deaf and dumb people need the attention not of philanthropists with their charities, but of people of science with a methodically sound educational school. And for such a school to really benefit students, it must be inextricably linked with the life of the nation whose children are in it, and this primarily applies to teaching in the native language of students.

However, during the congress such an important issue for Ukrainian teachers was not discussed, as the Principal of St. Petersburg Deaf and Dumb School P. Yenko strongly insisted on removing I. Sokolyanskyi’s report from the agenda as one that contradicts the state national policy. As a result, Ivan Panasovych did not speak, but his report was published in the Proceedings of the Congress (this collection, among the reports that were not heard by delegates, also contains the already quoted article by O. Safonova, the teacher of Oleksandrivsk school-khutir “About the school-sanatorium in Yevpatoria”).

In general, the teachers of the school-khutir tried their best to represent their institution to the general public. In particular, the school has repeatedly participated in various exhibitions, where it always attracted the attention of visitors (for example, it got a big gold medal at the Katerynoslav Exhibition in 1910 for staging educational work). Stories about the institution and its exhibits prompted many visitors to the exhibitions to provide the khutir with all possible financial support.

Wanting to tell the world about themselves, to inspire others by their example, the teachers of the school-khutir also covered their own experience in some publications. Thus, in 1910 in the printing house of khutir such brochures of its principal M. Lagovskyi were published “Institutions of Oleksandrivsk Deaf and Dumb Guardianship Department” and “Lecture given in August 1910 at the agricultural exhibition in Yekaterinoslavl”, teacher A. Maltsev “Oleksandrivsk deaf and dumb school-khutir, Yekaterinoslavl province, 1903–1910”, agronomist A. Agafonenko “Descriptive report on the khutir economy of the deaf and dumb school in 1910”.

The printing house of the school-khutir made a series of postcards with images that covered the life of this institution. The postcards were made at a high polygraphic level, and, flying around the world, they demonstrated the

territory of the town, the architecture of educational and ancillary buildings, reproduced the educational process, acquainted with industrial and commercial facilities, and so on. Thus, thanks to the mail, the general achievements of surdopedagogy were promoted and the specific practical experience of the educational institution was shown. (Currently, about 70 such unique postcards are stored in the funds of the Museum of the History of the Ukrainian Deaf Society [11]).

The work of the school-khutir was periodically checked by commissions, which in their reports characterized it as a “highly cultured wonderful corner”, where children are mobile, cheerful, polite, kind, quite disciplined, have a healthy appearance. There were also frequent guests of various ranks, including governors, bishops, senators, professors. Their emotional positive impressions were reflected in the visit journal. The author of one of the records made in it, for example, argued that if there were more such institutions, Russia would be the happiest country [4, p. 25].

As the Oleksandrivsk school-khutir was recognized not only as one of the best educational institutions for the deaf in Russia, but also as one of the best in the world, the fame of it reached government circles. Thanks to Prime Minister P. Stolypin, the information about the unique institution interested the royal family. Thus F. Movchanovskiy – the main person, as they said at the time, “a miracle that occurred in the steppes of Katerynoslav province” – was received in audience by Nicholas II, the Russian monarch. During this meeting on February 9, 1911, the Emperor himself, his wife, Empress Oleksandra Feodorovna, and his mother, the founder of the Deaf and Dumb Guardianship, Empress-Widow Feodorovna, were present. For almost an hour, F. Movchanovskiy spoke about the achievements and problems of the school-khutir and received full approval its activities.

It would seem that after the personal monarchical approval of the school-khutir a long and happy life is guaranteed. However, it happened quite differently. The only structure that from the very beginning for some reason did not show a desire to effectively help the Oleksandrivsk Department was the central body of the Deaf and Dumb Guardianship – the Board of Trustees. Immediately after the royal audience it changed its attitude to its peripheral department - 7 years of ignoring its problems was transformed into a specific interest. In February 1911, a special commission began an audit of the school-khutir, and in May the head of the the Deaf and Dumb Guardianship decided to initiate a criminal case against F. Movchanovskiy, accusing him of exceeding his authorities and inactivity at the same time, as well as embezzlement, forgery, in incorrect account management etc. A total of 420 (!) criminal acts

were found. F. Movchanovskiy was first arrested and then admitted to bail with significant legal violations (without explanations from the accused himself, without a resolution from the Chief Executive of the Office of Empress Maria). The investigation lasted exactly two years. In June 1913, the prosecutor's office of Kharkiv Judicial Chamber decided that the case was dismissed owing to lack of evidence.

These two years were terrible not only for F. Movchanovskiy, but also for his project. During this time, the unique phenomenon of pedagogical practice, which arose solely due to charity and enthusiasm, compassion and professionalism, disappeared. As a result of the reforming activities of the Deaf and Dumb Guardianship, another stereotyped, miserable school for the deaf appeared instead. In accordance with the directive of the Board of Trustees to eliminate all unnecessary, the kindergarten and school for the underachieved were closed. The school-sanatorium was recognized as "fruitless sentimentality", and its territory together with the magnificent house-palace became the property of the Department of Institutions of the Empress Mariia. The number of pupils in the primary school was reduced to 77 (at the end of 1910 there were 227 children in the school, 128 of whom were primary school students), and the 9-year course was replaced by a 6-year course. Eleven teachers were fired, and the salaries of the remaining staff were more than halved. Food costs were cut to unrealistically low levels, leading to starvation of children. Exemplary agriculture was completely destroyed, and the printing house began to decline. The factory, the premises of kindergarten, the school for the underachievers, the school museum, as well as a part of the ancient park and the rosary were sold for nothing.

Despite all the trials of fate, F. Movchanovskiy tried to revive the school. In October 1916, he was re-elected mayor and created a special commission to restore the khutir. On March 1, 1917, F. Movchanovskiy wrote to the Chairman of the State Duma M. Rodzianko and members of the Duma P. Miliukov, V. Maklakov, M. Chkheidze, O. Kerenskiy, V. Shulgin, V. Lvov, S. Shidlovskiy, M. Nekrasov for help. Similar petitions were sent to members of the State Council A. Koni, O. Guchkov and Professor P. Kamenskii. Unfortunately, revolutionary and military events in the country prevented the implementation of his plans to revive the Oleksandrivsk school-khutir.

However, the experience gained in the teaching staff has given new shoots. It was here in 1919 that the first Ukrainian primer for the deaf was published, in 1921-1922 the first training courses for 20 teachers of the deaf and hard of hearing in the Soviet Union were held, for the first time in Ukraine school curricula for the deaf were developed etc. For many years, Zaporizhzhia

School for the Deaf was the base of the special schools department of the People's Commissariat of Education of the Ukrainian SSR. In the late 1970s, the school moved to a newly built building, now it is the Zaporizhzhia special boarding school "Dzherelo".

**Conclusions and prospects for further research.** In conclusion, we can say that in our opinion the history of the creation and features of the Oleksandrivska deaf and dumb school-khutor clearly confirms – at the origins of an interesting, original phenomenon (including in pedagogy) stands the extraordinary personality. And if this person is able to awaken in the hearts of the public the noblest feelings, the results of joint activities can significantly exceed what is done in accordance with government decrees, orders and regulations.

Another conclusion from the history of the Oleksandrivska deaf and dumb school-khutor may be the thesis that the phenomenon of this educational institution should not be narrowed down only to the issue of special education. The educational institution, which was considered and is considered one of the best in the world pedagogical practice, has the right to take its place in the general course on the history of Ukrainian pedagogy. In particular, in our opinion, we should talk about the school-khutor as a harbinger of the many children's towns that emerged in the country after 1917. The development of this logical line can serve as a direction for further work of interested researchers.

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**«KYIV CHARITY SCHOOL FOR DEAF AND DUMB CHILDREN»  
(FIRST QUARTER OF THE 20<sup>th</sup> CENTURY)**

**U**rgency of the research. At the beginning of the 20<sup>th</sup> century the Russian education system, with Ukraine as its part, had both public and private institutions. Schools for children with hearing impairments have been an integral part of the education system. New special educational institutions for “deaf and dumb children” have not yet been able to meet their existing needs. Only some individuals and practitioners tried to draw public attention to the problem of helping the “deaf and dumb”, considering this a governmental matter. The public, which took care of the problems of deaf education, not only taught and brought up “deaf and dumb children” in individual institutions, but also was a defender of the rights of citizens with hearing impairments. In Ukraine, with the assistance of the public, not only education and upbringing of children with hearing impairments were carried out, but also ideas were formed about the need for their specially organized education.

Taking into account that Ukrainian deaf education at that time developed in close connection with Russian, domestic teachers of the deaf were looking for their own methods and means of teaching children with hearing impairments. Teachers of the deaf of pre-revolutionary Ukraine formed a kind of pedagogical system for children with hearing impairments (A. Bakhmetiev, M. Varda, V. Vietukhov, P. Holovkov, O. Komyr, A. Lens, M. Lahovskyi, I. Sokolianskyi, O. Maltsev, N Patkanova, M. Yavorskyi and others). But under the conditions of that time their ideas often remained unrealized (M. Lahovskyi, I. Sokolianskyi, N. Patkanova etc.) [7, p. 48-50]. Domestic teachers-practitioners have expressed a number of valuable ideas and theoretical positions in the monographs and textbooks of A. Basova, O. Diachkov, A. Dobrova, S. Yehorov, M. Yarmachenko, V. Bondar and others. [23, p. 75-76].

During the years of Ukraine's independence, the legal basis for the formation of state policy on the rights of children with special needs was the principle of equality of social, cultural rights and freedoms of all citizens. These are the Declaration of the Rights of Nationalities of Ukraine (1991), the Laws of Ukraine "On Education" (1991, 2017), "On the Fundamentals of Social Protection of Persons with Disabilities in Ukraine" (1991, 2004), "Standard Rules for Equal Opportunities for Persons with Disabilities" (UN, 1993); "Salamanca Declaration on Principles, Policies and Practices in the Field of Education of Persons with Disabilities" and the Program "Framework for Action on Education of Persons with Special Needs" (1994), Constitution of Ukraine (1996), "On Rehabilitation of Persons with Disabilities in Ukraine" (2001) etc.

**Analysis of recent research and publications.** Historiography of the study of historical and pedagogical aspects of the formation and development of domestic correctional pedagogy and special psychology consists of the works of such scientists as: V. Bondar, N. Zasenکو, V. Zolotoverkh, S. Kulbida, I. Sokolianskyi, M. Suprun, O. Shevchenko, M. Yarmachenko etc. This aspect of the educational process of children with special needs was the subject of consideration by the following Ukrainian scientists: V. Zasenکو, T. Yezhova, S. Kulbida, O. Taranchenko and others. Issues of the theory and history of organization of special education and upbringing of deaf and dumb children have always been the subject of many studies (V. Bondar, V. Zasenکو, E. Syniov, V. Shevchenko, L. Fomichova, M. Yarmachenko, etc.). Researchers have considered various aspects of the development of educational institutions for children with special needs, but the outlined issues require comprehensive research.

The work of the researcher V. Halaiba called "The First School for the Deaf in Kyiv" (1999) is of general scientific significance, as the important role of the teacher-innovator of the deaf N.K. Patkanova in the development of special education in Ukraine is highlighted. [3, p. 3]. Despite this study, there are no works that comprehensively and systematically cover the activities of the Kyiv Charity School for Deaf and Dumb Children. Hence, the main task is to reflect the development of "Kyiv Charity School for Deaf and Dumb children". Therefore, the urgency of the problem, its social and practical significance, insufficient theoretical development, as well as the need to address these issues has determined the purpose of the article.

**The purpose of the article.** The main goal is to define and characterize the content of the work of "Kyiv charity school for deaf and dumb children", which should become an integral component of pedagogical historiography and help to trace the general trends of pedagogical views of N. K. Patkanova-



Krankovska through the prism of the educational sector.

**Research results.** For centuries, the school has been a source of education for children with hearing impairments. The study of the history of development of “Kyiv charity school for deaf and dumb children” is impossible without the use of sources of the past epoch: historical records, documents, memoirs etc. The most relevant in this regard are the legal documents that define its structure and functioning. These include reports on the activities of Kyiv Charity School for the Deaf and Dumb, a temporary regulation on Kyiv Charity School for the Deaf and Dumb, and circulars from the Kyiv Educational District Trustee. The main attention is focused on the first two as those that formed the basic principles of formation and existence of this institution, determined the main criteria of its development and so on.



In the course of the research it was established that the development of “Kyiv charity school for deaf and dumb children” in the early 20<sup>th</sup> century had a democratic character and was determined by socio-political, socio-economic and pedagogical factors. This institution was established in 1900 with the support of the Guardianship of the Empress Mariia Fedorivna of the “deaf and dumb” and began its work only through a generous donation of 10 thousand rubles made by famous sugar manufacturer, philanthropist Mykola Artemovych Tereshchenko and the zeal of the wife of Kyiv Governor Ye. Trepova [11, p.116], for which he was awarded the highest gratitude of the Office of the Empress Mariia Fedorivna [44, p. 1].

At the initiative of Ye. Trepova, on June 8 of the same year, the first part of the charity school for children with hearing impairments was consecrated. The charity school was a small boarding school in a rather expensive, rented room, situated at the address: 91 Mariinsko-Blahovishchenska St.; Apt. 2 (now Saksahanskyi St.) [37, p. 495]. There were 15 deaf children (6 boys and 4 girls) and the school was attended by 5 local deaf people who lived with their parents in their free time [31, p. 10].

Favorable financial conditions allowed the Guardianship Department, headed by Ye. Trepova, to immediately begin the implementation of the main task – the arrangement of a primary charity school, which provided reading and writing lessons for “deaf and dumb” boys and girls, aged 8 to 14 by special (oral) method. Under such conditions, the greatest impression could be made by a child with hearing impairments, who learned to pronounce words clearly and even more so to keep oral conversation [11, p.116].

It is known that the state of development of the education system for children with hearing impairments in Ukraine in the early 20<sup>th</sup> century had a guardianship character and caused an extraordinary diversity in the content, forms and methods of educational work in these institutions. Each school solved these problems in its own way, depending on local conditions. This created certain variability in the programs, but at the same time it was beneficial, as each institution tested different versions, which helped to find the most effective one. The system of education and upbringing of deaf and dumb children in special institutions of Western Ukraine has largely developed under the influence of Western European pedagogical systems, in particular the pure oral method. From almost the first days of their activity, the sound method prevailed in almost all schools for children with hearing impairments in pre-revolutionary Ukraine, because the advanced deaf educators of Ukraine understood that without teaching deaf-dumb verbal language it is impossible to achieve serious success in teaching and education. Among the teaching staff of all generations, who have been persistently searching for the transformation of content and teaching methods to achieve positive results in working with children with hearing impairments and the work of persistent, dedicated teacher Nina Patkanova [8, p. 58]. Public figure and scientist N.K. Patkanova<sup>10</sup> (1880–1929) substantiated the possibilities of intellectual development of “deaf-mute children”.

Nina Kostiantynivna was born on June 8, 1880 in St. Petersburg in a wealthy family. She studied at the St. Petersburg elite school for girls. In 1897 she graduated with honors. At a young age, she began to worry about the problems of children with hearing impairments, because according to her mother – her great-grandmother was “deaf”. Therefore, she had a special attitude towards children with hearing impairments.

After graduating from school, Nina Kostiantynivna without hesitation entered pedagogical courses for teachers of the deaf in St. Petersburg, because she had a great desire to learn the language of children with hearing impairments and help them. She was rewarded for her high academic achievements and received an increased scholarship. Nina Patkanova was one of the best listeners of the courses [18, p. 32]. In 1898 she graduated from the Mariinski Teacher Training Course at the St. Petersburg School of Deaf and Dumb Children and received a degree in deaf pedagogy. In the same year she began her deaf pedagogical activity. The young teacher was invited to work in the parish school for children with hearing impairments in the village

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<sup>10</sup> Note. N.K. Patkanova-Krankovska was the first teacher of the Kyiv School for the Deaf and Dumb (1900–1902) and the founder of the first kindergarten for the deaf and dumb in Ukraine, the perfecter of the “pure oral method” (Kyiv, 1902) [52].

of Maksymovychi, Radomyshl district, Kyiv province, which was headed by the priest M. Yavorskyi [46, p. 3]. For three years she worked in the church-parish school of M. Yavorskyi for children with hearing impairments in the village of Maksymovychi (later Malyn), Radomyshl district, Kyiv province [3, p. 3]. In 1900 N. Patkanova moved to Kyiv and began working as a teacher in the “Kyiv charity school for deaf and dumb children” [46, p. 3]. The teaching staff of the charity school, including Nina Kostiantynivna, consisted of assistant M. Korniienko, teachers: N. Braikevych (Music lessons), L. Turchenko (Art lessons) and doctor A. Lance [40, p. 33].

The school was located in the center of Kyiv (Lukianivka), in a convenient place, and was surrounded by a large orchard. The small building, which consisted of 5 rooms and a kitchen, comfortably housed classrooms and a small dormitory. In the first year, there were 20 deaf children and the teacher’s living room there. [19, p. 40-41; 21, p. 169].

Since the sound method prevailed in all schools of Ukraine, the Kyiv Charity School for Deaf and Dumb Children used only the method of teaching oral language with special attention to the development of hearing residues in children [32, 170-171]. Therefore, the young teacher tried to make a serious attempt to solve the problem of “dumbness”. Her main goal was the development of children with hearing impairments and overcoming their isolation from the hearing [38, p. 35].

Nina Kostiantynivna gave a central place in the education of children with a damaged auditory analyzer to language learning, lip-read and the development of hearing residues [21, p. 56-57]. She expressed a number of ideas that had a certain difference from the Russian system [43, p. 121]. First of all, it is an optimistic view on the possibilities of deaf-dumb development, rational definition of the purpose of teaching and education, teaching sound language, substantiation of the need to introduce general and organized education from an early age, classification of children with hearing impairments, preventive work to combat deafness.

The curriculum of Kyiv Charity School completely coincided with her ideas. It was aimed at teaching children with hearing impairments to speak sound language through the acoustic system of education, and was reduced to the following basic provisions:

a) in the process of specially organized training and education it is necessary to combine the development of natural inclinations in children with hearing impairments on the basis of facial expressions and communication with the acquisition of knowledge, skills and abilities based on the formation of verbal language;

b) the educational process in a special school should be aimed at the comprehensive development of the personality of a child with hearing impairments;

c) the educational process should be aimed not only at enriching the knowledge and skills of students with hearing impairments, but also lead to qualitatively positive changes in the development of this child [40, p. 37].

Kyiv Charity School for Deaf and Dumb Children worked on the main tasks: developing auditory perception of children with hearing impairments and teaching sound language using the acoustic method. For this purpose, the school created all the special conditions for the effective organization of educational work of the institution, namely: installed special hearing aids for individual lessons; the classrooms are equipped with special equipment for teaching handicrafts and needlework.

Work, aimed at hearing development for children with hearing impairments, has played a significant role. In order to systematize and deepen knowledge in school under the guidance of Dr. A. Lance, N. Patkanova first used the teaching method of language development using the remnants of hearing and various musical instruments specifically adapted for the development of children's hearing [22, p. 169-170]. The report for 1901 stated: "The development of hearing is carried out under the guidance of Dr. A.S. Lance with the help of a specially adapted musical instrument and special earphones. Such auditory exercises also gave noticeable results, influencing the hearing of the children, their learning success and their morale" [50, p. 3]. For listening classes, in each class according to the schedule, separate hours were allocated, which was indicated in the day schedule.

This method of teaching children with hearing impairments developed not only the remnants of hearing, but also attention, observation, memory became better [24, p. 169-170]. Subsequently, the children gave high results. They remember better. In view of the high results of deaf and dumb children, Nina Kostiantynivna devoted her whole life to this complex but noble cause, mastered the art of teaching and educating children with hearing impairments; constantly, in all classes, in practice used a pure oral method ("acoustic method") in combination with learning pronunciation and lip-read, laying the foundation for a creative approach to teaching [4, p. 52; 17, p. 65].

The development of auditory perception and pronunciation in school was a compulsory subject for all children. They studied the following basic subjects:

a) pronunciation of sounds and words, reading and writing;

b) the number is oral, written and on the account; acquaintance with the most used units of measures and weight, coins;

- c) initial information on geography, history and geometry according to crafts;
- d) calligraphy, drawing and sketching;
- e) religion (prayers, sacred history) [11, p.116; 52].

Working at the school, a young teacher of the deaf in practice became convinced of the need for preschool education of children with hearing impairments. Nina Kostiantynivna was a supporter of “early learning of sign language”. In her deaf pedagogical works on preschool education and upbringing of “deaf and dumb children” she drew attention to the fact that education of the deaf should begin at preschool age, without taking into account the time of hearing loss. Up to three years, a deaf and dumb child is almost not far behind the hearing. This is due to the fact that at this age such a child retains a normal voice and breathing, but not developed gestures. In this regard, the management of the department for the deaf and dumb care in 1902 wrote: “We need, absolutely need a kindergarten for deaf and dumb children aged 3 to 7 years. There the children could learn the language almost at the same age as normal. Children from the first years of life would produce a clear voice, proper breathing, would develop hearing. In short, everything would be done that now, instead of studying, the school spends time in the first years of the child’s stay in it, and the deaf and dumb preschooler would not lag behind mentally from his normal peers, as he lags behind now. Such kindergarten is still a cherished dream of Russian teachers dealing with the deaf and dumb” [50, p. 4].

Later, in November 1902, by the decision of the council of the Kyiv Department of Guardianship, a special preschool institution for “deaf and dumb” children was opened on the basis of the charity school. Nina Kostiantynivna became its head and was until 1929. It accepted children of both sexes aged 3 (immediately enrolled 5 minor deaf children), and the charity school – from 6 (in the preparatory class) to 14 years. Classes were held in groups according to age and abilities. The study last three years, in the charity school – five years for younger students, and for seniors nine years [39, p. 37].

At the end of 1902, the charity school moved to a new building on the Osiivska street, 36 (now Herzen Street) where it stayed until 1941. The institution taught literacy to boys and girls with hearing impairments aged 8 to 14 by the sound method [18, p. 3]. The newspaper “Kyivlianyin” wrote that “the consecrated premises of the charity school can accommodate up to 40 pupils, giving them first a kindergarten for general development, then classes for schooling. At present there are 7 girls and 8 boys in the new premises of the school” [49, p. 1].

An important task of the Kyiv charity school and its integral part - the preschool institution was the comprehensive development of students, overcoming the consequences of hearing loss, as well as preparing them for work, in particular, great attention was paid to manual labor and training of pupils [11, p. 121]. Of course, the violation of the auditory analyzer led to existing deviations in the development of oral speech. Decreased or lack of hearing negatively affected the mental development of the child, limited the ability to learn about the world around, reduced the process of acquiring knowledge, skills and abilities. In this regard, the charity school raised the question of the need for corrective orientation of learning the pronunciation of the sounds of such children. But the solution of the problem was possible only if the educational process was provided with the necessary educational and methodical complex, which included textbooks, programs, manuals, methodical development of special classes and lessons, as well as the equipment of a special classroom. Among them, the most important was the program of the “Kyiv charity school for deaf and dumb children”, which provided:

- in a preschool institution: development of auditory perception with the help of an acoustic system, production of sounds, preparation of preschoolers for speech development on an individual form of learning with the help of games;

- in the reception class: continuing the development of auditory perception, speech, reading syllables and words, preparation for writing, learned words in individual, group and collective forms of learning through games using acoustics and various visual aids;

- in junior classes the study of the following subjects: Religion (prayers and sacred history); language (compulsory, depending on the number of students: Russian, Hebrew, German, Polish, Romanian, Hungarian) and pronunciation of sounds and words; calligraphy; reading and writing; Arithmetic (within four arithmetic operations, counting in the mind, in writing and on accounts, acquaintance with scales and coins); Art; Basics of Science (food, clothing, people, transport, etc.); gymnastics;

- in senior classes: Religion; language (compulsory, depending on the contingent of students: Russian, Hebrew, German, Polish, Romanian, Hungarian); Arithmetic (within four arithmetic operations and fraction elements); Geometry; History (not as a systematic course, but only as an episodic collection of some historical events, on the materials of their country); Principles of Geography (acquaintance with the general information of the country); drawing; gymnastics; for boys craft and for girls needlework [19, p. 168].

The whole content of the educational process was divided into cycles: religious and moral education, industrial education – general and labor nature (training in handicrafts and needlework, so that children after graduation have the opportunity to get a job and work in these specialties, as well as through acquired skills – earn money for living) [39, p. 37]. Girls were taught to take care of the household and needlework (sewing, knitting, cooking); boys in the workshops – to drive nails, grind boards etc. Such a curriculum of the charity school was coordinated with the teaching at the “St. Petersburg School of the Deaf and Dumb” [39, p. 37].

The school year began on September 01 and ended on June 15. Those wishing to enter the charity school wrote an application for admission and submitted it to the Chairman of the Board of the Department (Kyiv, Governor’s House) Yelyzaveta Serhiivna Triepova [34, p. 45]. It should be noted that there were certain requirements for admission of children to a special charity school, namely: it enrolled deaf children of both sexes, not younger than 7 and not older than 12 years. The children had to undergo a medical examination, which stated that the child was indeed deaf; smallpox vaccination was given; the child is not susceptible to diseases that prevent him or her from entering school; not devoid of mental abilities to the point of idiocy. In addition, a metric statement and a certificate of paternity were provided.

A fee was charged for the right to study at a charity school, but not more than 200 rubles for the wealthy and 120 rubles for the non-residents. In case of dropping out of school, the money was not returned. Orphans and children of poor parents studied for free. They received a scholarship. Its size was set by the “Board of Trustees of the Deaf” or the city board of the zemstvo, bourgeois, Christian, and other societies that had the right to approve scholarships for special schools. In this order, the teaching staff of the Kyiv charity school established six scholarships [28, p. 1]. The children received these funds only during the last call.

Parents and guardians promised to pick up the child after graduation or at the request of guardianship before this period (if the student’s stay will be harmful to other pupils). “Those who want to study will study”, - said N.K. Patkanova [28, p. 1].

The education of children in the charity school lasted from 3 to 9 years. According to the structure, the institution was divided into departments of a preschool institution (children from 3 years of age were admitted and studied before entering the preparatory class), preparatory class (from 6 years old), 1-5 and 6-9 classes of the first and second departments. Compared to Kyiv Charity School, in most special institutions at that time the term of study fluctuated

and was dictated solely by the material capabilities of the founders, rather than the basic theoretical principles and different approaches to teaching deaf children.

Starting with the 1<sup>st</sup> grade, the schedule included 6 lessons per day. Only on Saturday 4 lessons were planned. Classes at the school took place from 8.00 to 13.00 and from 14.30 to 16.30. They were distributed so that in each group the hour of classes changed to the hour of rest. Separately, the schedule provided for special work with retarded students [28, p. 1].

One of the main forms of educational process of the preschool institution was classes, and in the charity school – lessons and classes, which were based on the didactic goal: the acquisition of new knowledge; formation of skills and abilities; application and verification in practice of the learned material; generalization and systematization of knowledge; assessment and correction of knowledge skills. But in order to achieve the necessary result of the work, the pedagogical council drew up a daily routine, which provided for the thorough provision of general knowledge, as well as professional training of students. Special attention was paid to the moral education of deaf children, which was also provided by the program and daily routine [6, p. 67-69].

During the day it was noted that regardless of the students' perception of information during classes (preschoolers) and lessons and classes (junior and senior students), they had to attend artistic and aesthetic activities, amateur performances, exhibitions, school holidays; celebrate birthdays; go for walks, excursions; participate in competitions, contests, cleaning classrooms and schools. They also had to participate in conversations of various profiles, hours of communication during the homeroom period (work on homework). Work with parents was also planned every week. These included Family Day, parents' parties, and meetings announcing children's progress.

The daily routine reflected the fullness of saturation of preschool and school educational work. To some extent, it placed high demands on the upbringing of children with hearing impairments, as they had to be not only educated as cultured people, but also developed intellectually through mastery of speech, development of auditory perception, auditory memory and other important areas for forming a full personality which does not hear, in particular ensuring its integration into society. And this was possible only with the help of equipped classrooms with additional teaching aids [47, p. 131, 143]. Thanks to the help of patrons, classes for teaching children were designed with a speaker system [28, p. 1]. In the same year, the methodical system – the use in the early stages of preschool education (sound production), and later the pronunciation of syllables, words and whole simple sentences began



to give high results. Such achievements contributed to the associate ideas of Nina Kostiantynivna. Thus, in 1903 she made a report “On the ideal setting of the deaf education” at the II All-Russian Congress of Deaf Educators (St. Petersburg) in which for the first time in Russia raised the issue of “preschool education of deaf children.” She laid out a rather bold plan at the time – she proposed to radically reorganize all “education of the deaf” by introducing a streamlined system from early (preschool) education to high school and even high school. N.K. Paktanova was an active participant in many congresses and conferences on teaching and educating the deaf, did a lot of work to train deaf educators, defended the idea of “early learning of deaf children” [4, p. 52; 43, p. 138-144].

Her main task as a teacher was to prepare them for language learning, as well as to ensure that “after graduation the children did not become deaf and dumb, but only deaf, in nothing but a hearing defect, did not differ from normal” [41, p. 18; 32, p. 168]. Therefore, in her opinion, the age of children entering school should not exceed 7 years, divided into groups:

- a) by ability;
- b) by types of deafness.

The deaf educator believed that “hearing exercises should be introduced in all schools. In the senior classes it would be desirable to introduce the teaching of trade sciences etc.” [32, p. 173]. According to her, “the earliest preparation of children for language learning should be carried out, namely: the development of breathing, voice, hearing, attention, observation and imitation, lip-read, imitation of speech on the lips, without making sounds (sounds are only those who already has enough developed attention, which often happens in small “deaf and dumb”); preparation for writing with the help of drawing, and then the writing itself, the learned words” [41, p. 18].

Nina Kostiantynivna put forward a number of new offers for the organization of work in special schools and charity schools. She discussed and demonstrated methods “for the development of auditory perception and sound language of late deaf and deaf children”. Through her ascetic activity, Nina Kostiantynivna sought to assert the right of the “deaf child” to life on an equal footing with the hearing. Her humanistic ideas on the protection of the “deaf child” put forward in the early 20<sup>th</sup> century, and now consonant with the Declaration of the Rights of the Child [9, p. 3; 30, p. 328; 10, p. 3]. Her main task was to prepare students for language learning, as well as to ensure that “after graduation, children did not become deaf and dumb, but only deaf, in nothing but a hearing defect did not differ from normal. This will reduce

the number of deaf people” [51, p. 4]. Nina Kostiantynivna believed that special training for the “deaf and dumb” should be carried out in the same way as his hearing peer develops. She suggested raising and educating three- to four-year-old deaf children in kindergartens for the deaf with a four-year term of study.

Also, as well as the hearing child, the deaf educator insisted, it is necessary to teach culture of behavior of deaf preschool children and students. According to her, “formed skills, abilities and habits of cultural behavior facilitate the establishment of educational work, contribute to the creation of a healthy microclimate” [26, p. 20]. A favorable moral and psychological atmosphere is created, when trust in students is combined with exactingness and adherence to principles. First of all, it depends on the teachers themselves, who created the basis of the relationship. The method, the task of which was linguistic communication, was to develop their stable moral behavior. Thus, in the classes-competitions “Working with cards” (in preschool (simplified cards) in the preparatory class (complicated card)) teachers only had to provide each team with clarity. The result was the number of words named by the team. It is under such conditions that the competition intensified the socially useful activities of deaf children, formed their opinion, and created an atmosphere of perseverance, emotional uplift, joyful experiences and more. Mental work facilitated the rapid acquisition of words, as well as supported the observance of students’ norms and rules of decent behavior.

Due to the accessibility of preschool and school education in Kyiv charity school, the opportunities for the formation of oral sound language increased. The institution was dominated by individual lessons, but also conducted collective – dictation, calligraphy, face reading and oral counting [26, p. 25; 19, p. 43-44]. The charity school widely used this form of work as one of the elements of additional education during lessons and in extracurricular activities. During this system, each student was given a separate task, and after checking its performance, the child was given the following. The training was aimed at developing the cognitive abilities of all students in terms of collective learning. Nina Kostiantynivna advised teachers, observing children, to study their individual characteristics and understand the reasons that required the use of educational moments. For example, with the help of sports children developed posture, improved walking [26, p. 25]. Due to the extreme mobility of children, classes were usually held unnoticed by children, alternating with games, exercise etc. Thus, through the study of individual characteristics, it was found that many children have inclinations to fine arts, embroidery, dance, sports. Their development was facilitated by various philanthropies of school teachers, thanks to which their interests could be realized. Nina

Kostiantynivna herself knew how to knit, sew and embroider, and also led a needlework group in the afternoon. Classes began at 4 o'clock and lasted exactly an hour [41, p. 34]. Everyone was enrolled in the classes, but not earlier than 6 years old. Their works were exhibited at the charity school. Students were awarded souvenirs for the best work.

The note to the "Temporary Position" stated that "... the deaf and dumb, according to their abilities and inclinations ... learn skills and crafts. Girls learned housekeeping and trained in women's needlework" [11, p. 121]. Therefore, great importance was attached to manual labor and professional training of students. At the charity school there were such workshops as:

- 1) linen workshop (exquisite needlework),
- 2) fine arts workshop,
- 3) binding workshop,
- 4) carpentry workshop - additionally teacher N.Ya. Mantseva taught children such crafts: brushing, weaving, sewing underwear and dresses, as well as acquainting students with gardening and horticulture [11, p. 121].

N. Patkanova considered a thorough general education as one of the main conditions for self-affirmation of a deaf person in life, so she gave it a great advantage. Thanks to the acoustic system of education, with the use of sound amplification equipment and taking into account the age of the child and the state of his hearing, not only language skills were formed, but also "a deaf - hearing child was born again" [25, p. 27]. Nina Kostiantynivna emphasized that timely correction of educational and cognitive activities of sound language undoubtedly increased the level of effectiveness of children's educational achievements, as well as contributed to the realization of the goals and objectives of the lesson [25, p. 27]. Achievements in preschool were demonstrated during the preparatory class, where children continued to acquire speaking skills. The preparatory class aimed to repeat and strengthen the knowledge of children, demonstrating the practical application of the acquired knowledge. The lesson lasted 30 minutes, during which time the children repeated the main questions on the topic, and in the second half of the year they studied a new topic.

We will note that the message in the press (1905) became significant for the Ukrainian preschool deaf pedagogy: «On May 23 the public examination of pupils of kindergarten-school for the deaf and hard of hearing of N.K. Patkanova will take place. External audience will be admitted to the exam to get acquainted with the teaching method and the achieved results. The exam will start at 2 o'clock in the afternoon in the school premises, on Mariinsko-Blahovishchenska Street, in the house № 91, apt. 2" (now

Saksahanskyi Street) [21, p. 561]. The success of children was played by the early system of preschool education. For example, here is the schedule of classes in kindergarten for 1910 and 1911: <sup>11</sup>:

Class hours	Activities
8-9	Gymnastics and respiratory development;
9-10	Auditory exercises and independent work;
10-11	Synthetic language;
11-12	Voice calling and sound production in some, gymnastics in others;
14-15	Drawing in some, making sounds and calling the voice in others;
15-16	Froebel classes.

As you can see, the main place in the schedule took various exercises for the development of oral language of preschoolers. Similar classes were held in the preparatory and first grades. In the “Bulletin of the Deaf and Dumb Guardianship” we find the following information: “In May 1906, the annual examinations of school children of the Kyiv Department of the Deaf and Dumb Guardianship and the first graduation of the school took place. Six pupils who spent 5 years in school were released. Of course, they could continue their education for their own benefit, but the need for vocational education forced him to stop it. They all read well from the lips, speak and have received little general education. The attention of all present was attracted by the pupil from the charity school with his understandable language and much more developed, during his stay at school, hearing” [26, p. 57].

The *system of classes* developed by the deaf educator allowed teachers to *alternate oral language exercises with moving games and gymnastics, often changing them so as not to tire children*. And the result was high. There were also classes on drawing, modeling, weaving, embroidery on paper canvas, cutting and gluing figures. Due to the extreme mobility of young children with hearing impairments, classes were usually held unnoticed, constantly alternating with games and exercise. She paid special attention to the physiology of deaf children development [35, p. 53]. In this sense, it should be noted that this

<sup>11</sup> Note. Modeling on Mondays and Wednesdays.

institution combined the educational part with the treatment of children. To promote the health of children on June 29, 1907, with the assistance of Deaf and Dumb Guardianship of the Empress Maria Fedorivna the “school-sanatorium for the deaf and dumb” was opened in Yevpatoria. Later the school was called the “Tsar’s dacha”. It was the first sanatorium-resort medical complex for children with hearing impairments, as well as one of the best sanatoriums on the Black Sea coast.

Children with physical disabilities not only received medical help, but also attended classes. It was important that the learning process was not interrupted during treatment. Training was carried out in the right wing of the school-sanatorium, and in the left wings there was a medical complex <sup>12</sup> [14, p. 3].

We should also note the achievements during the celebration of the 10<sup>th</sup> anniversary of the school. Students with hearing impairments greeted and escorted the guests with the clearly proclaimed words “Welcome” and “Goodbye”, and the choir of students sang the hymn “God, save the tsar” [2, p. 143].

Nina Kostiantynivna constantly consolidated the acquired skills of lip-read, continued to make sounds and developed children’s speech. Thus, in the process of practical work, an acoustic method was formed, which was



constantly improved thanks to the method of a deaf educator: to teach six-year-old children to read and write (write and read) in between games. As a result of such training, in her opinion, the child will be able to learn to understand what is read and correctly express their opinion on paper at an early age. In this case, “deaf children” should go to primary schools (with a program of three-grade city schools), divided into two departments: for gifted and ungifted children.

<sup>12</sup> Note. Pages of its history of the sanatorium-resort medical complex in Yevpatoria testify that thanks to care of the Empress Maria Fedorivna it was as the improving center for “deaf children” [14, c. 3].

For gifted “deaf and dumb” children, she offered to create secondary schools (gymnasiums) with optional study of a foreign language, but with mandatory teaching of drawing and modeling, as in secondary schools for normal children [36, p. 54-55]. According to her, they will also be able to enter public schools, where they will be able to use oral language. The ungifted had to study according to the usual language development system.

The whole content of the work of the preschool institution and the charity school was aimed at developing the spoken language of deaf and dumb children. Therefore, from the 2nd grade in the charity school was introduced the subject of “Public Information”, which provided a linguistic (sound description) design of specific actions, facts and phenomena close to student life and work. Also, starting from the 2nd grade there were diaries in the schedule of lessons: three times - on Monday, Wednesday and Friday; in the senior class – twice a week: Monday and Wednesday. They were used for recordings after various excursions to nature, museums, enterprises, etc. Reports from 1910 and 1911 stated that teachers had the opportunity to conduct many field trips because “the children loved these walking lessons very much”. During the excursions, teachers explained to the children everything that happened to them on the way, and they immediately wrote down everything explained in notebooks [27, p. 33]. An obligatory component of the study tour was to check the achievements of its purpose and evaluate them based on the results of an individual survey.

The group form of work consisted in new ideas of the teacher, specifically: in competitions between groups of hearing and deaf children. These were experimental classes. They broadened attention, horizons, and interested children in learning spoken sound language. Their goal is to teach “deaf children” to speak sound language on a par with a hearing child. It was especially important that during such classes in the 8<sup>th</sup>-9<sup>th</sup> grades, hearing children from a local school (of the same age) were invited to increase their sound language skills. This method of work interested children. Therefore, they not only tried to win, but also enjoyed learning to communicate with hearing children. As a result of the classes, it became clear that children began to communicate better in sound language. This idea, implemented by Nina Kostiantynivna, brought great benefits to children with hearing impairments in their later lives [27, p. 11].

The most important thing in the work of Kyiv charity school was that the team was demanding and strict to the educational process and purposeful in the use of electric hearing aids [27, p. 11]. In this sense, student assessment

was extremely important. The requirement of objectivity of control, combined with the humane treatment of children with hearing impairments, has permeated all progressive education systems. Control as a kind of teaching method had a pronounced educational, developmental orientation, combined with self-control, necessary and useful primarily to the student. In the system of diagnosis, assessment as a means of stimulation has gained new momentum in the educational process of the deaf. First of all, it encouraged children to learn and was an indicator of their own achievement. Nina Kostiantynivna, as a teacher and methodologist, was constantly looking for means by which it would be possible to achieve undoubted success in teaching children with hearing impairments. Methods and various attempts to apply new ideas in teaching – all were aimed at creating a rational system of learning that would meet the specific task, meet the needs of the child and develop speech [41, p. 32].

N. Patkanova, having a strong belief about the possibilities of teaching children with hearing impairments (to higher educational institutions), in practice had a broad base for research, and thus – opportunities for language development of children with varying degrees of hearing loss.

Factors that contributed to the strengthening of her attention to children with hearing loss and their allocation to a separate category were: the introduction of oral speech teaching on the acoustic system of education; observation of the success of mastering the pronunciation of students with different residual hearing; differentiated approach to determining the content and scope of general knowledge, depending on the degree of preservation of hearing and speech of students; intensification of doctors' activity in relation to hearing research and its therapy; selection of children of general type in schools who have not mastered basic literacy due to hearing loss; introduction in special boarding schools and colleges for “deaf” hearing work and monitoring the level of its effectiveness in students with different opportunities for speech perception by ear.

Teacher of the deaf of the early 20<sup>th</sup> century believed in the possibility of a deaf child and believed that the most important thing was not to let the deaf and dumb child not a step behind the hearing in mental development; to provide her with the opportunity to freely choose her life path and study in higher educational institutions [42, p. 24].

The teaching staff, consisting of the head of this institution V. Stein, teachers A. Vasylevska and Nina Kostiantynivna constantly took an active part in the congresses of deaf educators, where various issues of theory and practice of teaching and educating children with hearing impairments were discussed.

At one of the congresses of deaf educators the report of N. Patkanova<sup>13</sup> on the physiology of development and fatigue of hearing of the deaf aroused general interest [29, p. 30]. According to her, “deafness and profound hearing loss affect the development of personality. Deaf people, especially children, are limited in the realization of their life potential, as they experience significant difficulties in everyday life, including schooling, communication with family, friends and colleagues” [41, p. 32]. Such participation testifies that Nina Kostiantynivna constantly took care of children with hearing impairments and taught them oral language for physical existence [15, p. 3].

In summary it can be said that that “Kyiv Charity School for Deaf and Dumb children” was indeed under the reliable care of N. Patkanova. Thanks to her energetic activity as a talented organizer of the educational part, the school developed quite quickly. Here, for the first time in Ukraine, a special kindergarten for “deaf and dumb children” was created [16, p. 3; 19, p. 46].

At that time, kindergartens and schools were written about in various sources, including the reference calendar for 1913: “Children of both sexes aged 5 to 14 were admitted to kindergartens and charity schools. Classes were held in groups according to age and abilities. In the preschool institution the course of study last three years, in the charity school – five years” [33, p. 325]. From archival, scientific sources it is known that since 1902 in the charity school there was a small number of children with hearing impairments, mostly from fairly wealthy families, namely: 9 boys and 4 girls, in 1903 – 1920 and 1904 – 1936 children [40, p. 11]. Kindergarten in 1902 initially had only five children, and by the end of the year – 13.

From documentary materials it is established that as of January 01, 1904, 20 children (10 boys and 10 girls) were studying in the charity school. Until December 1903, it consisted of one class, divided into 4 groups: in group I children studied in the 4th year, in group II – in the 2nd year, in group III – students transferred from kindergarten, in group IV – accepted in September 1903. From December 1903 another teacher, Oleksiieva, worked in the institution, and from January 01, 1904, it was planned to divide all students into two separate classes. As of January 01, 1905, the institution had 24 students (12 boys and 12 girls). Together with the kindergarten, the school annually covered from 10 to 60 people. Of course, this could not in any way meet the needs of Kyiv and Kyiv province, where there were at the beginning of the 20<sup>th</sup> century about 1500 deaf and dumb school-age children [19, p. 42].

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<sup>13</sup> Note. Around 1910, she began to bear the double surname N.K. Patkanova-Krankovska.



Historical events that took place in Ukraine during the first half of the 20<sup>th</sup> century led to a number of factors that hindered the steady progress of the education of deaf children. The time gap between the beginning of systematic education of children with hearing loss in Ukraine is explained by a number of factors, among which the most destructive were harassment, repression, purposeful policy of suppression, which extended to all spheres of life of the Ukrainian Republic. After the revolutionary events, this system was completely destroyed. But the Kyiv charity school did not cease to exist and continued to operate with great difficulty until 1941, when its work was interrupted by World War II. After that, the work of the institution had to be resumed.

The building of the charity school has been preserved to the present day. Now there is one of the departments of the regional hospital there. Today Kyiv boarding school for children with hearing impairments is located in a modern building on Svitlytskyi St., 31/7 (built in 1965). The modern Kyiv boarding school for deaf children № 6 has a centuries-old history – it is a school in which the pedagogical ideas of a deaf pedagogue of the early 20<sup>th</sup> century were embodied. [11, p. 3]. It has a centuries-old history, and its museum preserves interesting historical facts [1, p. 42; 13, p. 5; 20, p. 2]. Thus, practice has shown that special institutions at all times are a necessary condition for the education and training of deaf children who need a specially organized system of education and upbringing.

**Conclusions and prospects for further research.** The analysis of the scientific literature showed that the tireless work of the first teacher of the institution N.K. Patkanova-Krankovska did not go unnoticed in the field of education – she was awarded the honorary badge “Deaf and Dumb Guardianship of Empress Mariia Fedorivna”, which was awarded to prominent figures who studied and improved living conditions of the “deaf and dumb” [48, p. 170]. She went down in history as the first to improve the “pure oral method” and teach the acoustic system of “deaf and dumb preschoolers”. Teaching the development of oral sound speech with the help of special sound equipment and isolation equipment of the room, as well as various approaches, assessment and control in the educational process, allowed “deaf children” to learn to talk and communicate with the hearing [41, p. 35]. Later – to read words, sentences and whole texts, understanding what we are talking about. Despite the fact that due to the conservative policy of the Russian government, most of the advanced ideas of N.K. Patkanova-Krankovska on the development of the “deaf and dumb children” remained at the level of projects and were not implemented, they influenced the further development of special schools in Ukraine. The deaf pedagogue-innovator, as an outstanding figure in the organization

of deaf and dumb education, laid the foundation of the school for the idea of a creative approach to pedagogical work. And only the lack of funds did not allow to make this charity school a truly exemplary educational institution for “deaf children”. Thus Kyiv Charity School for Deaf and Dumb Children not only developed like other similar institutions, but also applied new approaches to teaching children with hearing impairments the development of sound language.

N.K. Patkanova-Krankovska died at the age of 49 from a serious illness on May 22, 1929. But Nina Kostiantynivna’s short pedagogical path was a bright flash in the sky not only of Ukrainian deaf pedagogy, but also in the historical development, bright and creative life of this school and her children.

The outlined issues require a comprehensive study, a thorough consideration of various aspects of the development of “Kyiv Charity School for Deaf and Dumb Children” as one of the leading, special educational institutions of the early 20<sup>th</sup> century, where experimental studies were conducted by N.K. Patkanova-Krankovska.

**Practical significance of the study.** The solution of the scientific problem is aimed at enriching the course “History of Deaf Education and Education of Ukraine” in pedagogical higher educational institutions to the system of advanced training of teachers of the deaf and hard of hearing and teachers generalized new historical and pedagogical knowledge, factual material on the history of special education in Ukraine.

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### **GOVERNMENT SUPPORT FOR TOURISM AND EXCURSIONS: HISTORICAL EXPERIENCE AND CONTEMPORANEITY**

One of the effective methods to activate the educational process is excursions and travels. The history of their use reaches the second half of the XIX century, when they entered the practice of educational institutions in different countries. In modern conditions, despite the development of learning tools and the emergence of the newest methods, excursions and travels remain important in the educational process, but their implementation in modern economic conditions partially faces significant problems. That is why it is expedient to study the experience of state support of excursion business in different historical periods.

The history of tourism development in general and excursions in particular has been the subject of research by V. Abramov, I. Afanasiev, S. Liman, A. Parfinenko, I. Posokhov, L. Ustymenko, M. Tonkoshkur, V. Fedorchenko. L. Bozhko, M. Kosylo, N. Ivankiv and others studied and covered various issues of using excursions in the educational process. However, the issue of state support of excursions and the impact of this factor on the development of excursion business was not the subject of study.

The purpose of the article is to analyze the forms and means of support that have been provided to the excursion business from the beginning of the twentieth century to the present day and to identify possible ways to use this experience at the present stage.

In the end of the 19<sup>th</sup> – the beginning of the 20<sup>th</sup> centuries excursions are gradually introduced in practice of domestic secondary educational institutions. Among institutions which actively used educational excursions was the 1st Kyiv gymnasium, Kyiv-Pechersk, Zhytomyr gymnasiums, Sumy non-classical secondary school etc.

A significant support for the pioneers and enthusiasts of excursion business was the benefits that were provided to the participants of the excursions. During

the excursions the groups of schoolchildren were provided with significant benefits, and many officials went to the meeting to solve arising issues.

A number of benefits were provided by the official fares of the state railways. On March 09, 1902, a special preferential fare No. 5900 was introduced for students who go on educational excursions. Students who go on excursions and teachers accompanying them were transported by rail in the third-class carriages to a distance of 50 miles free of charge, and at a greater distance – for the child fare, which is  $\frac{1}{4}$  of the total fare. Free transportation was carried out by waybills (established for cargo transportation) for the whole group, preferential – by tickets, which were issued to each child. To get the benefits it was necessary to inform the chief of the departure station about the planned excursion no later than a week before the trip [2, 8-9; 9]. From December 15, 1912 the Ministry of Railways introduced a preferential fare № 200 - 2012 for rail travel of students going on educational excursions. The fare applied to students of “public and private educational institutions with the governmental rights” going on excursions organized by these institutions, as well as accompanying teachers. At the same time, students of lower educational institutions were provided with free travel for excursions at a distance of less than 50 miles from the departure station. At trips of greater distance (including in the mixed traffic – partially on waterways, highways, etc.) students received a discount of 50 % on travel in the third-class carriages of passenger, post and commodity-passenger trains. The discount was granted on the basis of a special certificate, which seemed to be an educational institution, indicating the route of the trip, the number of students and accompanying persons, as well as the official address of the educational institution not later than a week before the trip. Groups of 10 to 40 students were entitled to travel at the preferential rate, with one teacher for every 10 students and three teachers for a group of 40 students also entitled to this benefit [8]. In case of participation in the excursion of 30 or more people (together with accompanying persons) there was a possibility to provide the excursion group with a separate carriage, and with the permission of the Ministry of Railways this carriage could also be used for overnight stay during stops for 1-2 days at intermediate points [1]. These benefits were maintained until 1916.

The Russian Society of Shipping and Trade established a preferential fare for groups of excursionists, including schoolchildren. For groups of 20 people or more, a 25% discount on 2nd class tickets and 50% discount on 3rd class tickets, as well as reduced price meals were provided. In addition, for every 20 excursionists one supervisor was given a free ticket of 2nd class (without meals) [19].



Privileges were also granted when passing by water transport. The Navigation Company on Volkhov, Msta rivers and Ilmen lake in 1912 introduced a 50% discount rate for excursionists on their steamships [6].

It was important to provide free accommodation for groups of students in local educational institutions for excursions. In many cases, the heads of educational institutions that prepared the excursions agreed in advance with their colleagues to accommodate the groups.

Thus, the students of Kyiv Pechersk Gymnasium during the excursion of 1892 were admitted to the boarding house of Yekaterinoslav male Gymnasium, Nikolaevka school, boarding house of Richelievsk gymnasium, Yalta male gymnasium for free or at a low price, in 1894 – boarding house of Rostov male gymnasium, Piatygorsk gymnasium, boarding house of Tiflis spiritual school, boarding house of Kutaisi gymnasium, boarding house of Batumi non-classical secondary school [9, 8-11]. During the excursion of 1901 students of the 1<sup>st</sup> Kyiv gymnasium the accommodation of participants of the excursion in gymnasiums, real schools of a number of cities was solved in advance, at that the place for accommodation was provided free of charge, also in most places the help in organization of meals for participants of the excursion was provided at minimum prices [33, 13-14]. Also during the trip of the students of Yalta gymnasium in 1907 they stayed in all cities of the Russian Empire [4].

Gradually, some cities have developed a certain system of accommodation for excursion groups. So in Vladykavkaz groups were accepted and accommodated in the Oleksandr Pushkin city school, in Borjomi – in the school of crafts students, in Piatygorsk – in the R. Leitzinger charity school, in Odessa – in the Crimean-Caucasian Mining Club. In Tiflis the city government accommodated free student excursions in the city educational institutions [20]. In 1910 in Saint-Petersburg the Bureau for Assistance to Excursions of Secondary School was established at the Parents' Circle. Its task was to provide excursions for students who came to the capital of the Russian Empire, as well as rooms for rest and accommodation and to issue various certificates. Assistance was also provided by spiritual institutions – monasteries, diocesan offices etc. On September 21, 1910 the Holy Synod sent a circular decree to the diocesan eminences, who were instructed “to provide all assistance to excursions, which are conducted with their permission” [2, 14].

The position of the Ministry of National Education of the Russian Empire promoted the distribution of excursions in educational institutions. On August 02, 1900, the Minister of National Education sent to the trustees of educational districts the circular letter No. 20185 on the abolition of summer vacation work

for students of secondary educational institutions, introduced by the circular letter No. 168 of January 07, 1873. By abolishing compulsory summer work for students, the circular simultaneously drew attention to the advisability of organizing other forms of work with students in summer. At the same time, it offered "... to pay special attention to walks and travels for educational purposes... as a means of making secondary school teaching more lively and visible...". Attention has been drawn to the safety of students in their travels and walks, the need for their purpose to be "educational only, and students should be excluded from anything that does not conform to that purpose" [29].

On 15 August 1902, circular letter No. 21600 of the Ministry of National Education on the physical education of students was issued. It introduced the right of teachers' councils in all secondary schools "to eliminate excessive fatigue ... to provide students with one day off from school if it is deemed necessary, but to ensure that these days are not at the students' disposal uncontrolled, but are devoted to excursions... museum visits and other such reasonable entertainment...". The Pedagogical Council was entitled to allocate up to seven days a year for this purpose. Interestingly, in justifying the publication of this circular letter, the Minister referred to "the highest permission of His Imperial Majesty" of August 5, 1902 [31].

On July 10, 1904 another circular letter was issued on the development of excursion business. It recommended "during the summer and Christmas holidays to organize long trips around Russia to get acquainted with historical places, monuments, shrines, museums, famous factories and plants". It was proposed to use money from special funds of educational institutions to help the poorest students, in particular orphans, who do not have enough money to pay for travel. Along with long-distance excursions, it has been noted that there is a need for excursions to familiarize students with their native land and the sights of the places where students live [28]. A number of regulatory acts of the Ministry have been issued because of the attempts to introduce excursions directly into the curricula. Thus, on November 26, 1901, a circular proposal was sent by the Ministry in connection with the introduction of new programs on natural sciences, which included excursions. At the same time, an average norm of excursions during the school year was established for each of the three primary grades –

4 - in autumn, 6 in spring, 2 in winter. 2-4 of them were city tours and 8-10 country excursions. The circular letter offered to pay compensation to the heads of excursions from a special fund of the educational institution taking into account "the considerable time spent by the teacher both on the excursion itself and on preparation for it, some necessary personal expenses

of the teacher during the excursion, physical fatigue connected with excursions, especially country” [30].

In 1906, the Ministry of National Education approved new curricula for non-classical secondary school. In an explanatory note to the natural sciences program, it was noted that “it is desirable that sometimes there should be at least some small excursions to nature, during which the teacher could talk to students about the soil, plants, animals in their natural connection and environment and find material for classroom lessons” [18, 83]. In the program on mineralogy, the study of which was supposed in the course of natural science in the first half of the 6<sup>th</sup> grade, it was noted that “in the study of geological phenomena it is useful to make several excursions in the city outskirts, if possible”, having collected a the minerals and fossils [18, 99].

In July 1914, by the Ministry’s circular order No. 33011, new geography programs for gymnasiums were introduced. In the explanatory note to these programs it was noted that the course should be made as clear as possible. Excursions, which were defined as compulsory, were recognized as one of the ways to do so [3].

At the same time the Ministry paid attention to the pedagogical level and expediency of the excursions, their compliance with the goal, the level of organization. In 1916 the Ministry again recommended that excursions should be introduced into school life, “considering them to be a necessary and essential addition to classroom teaching” [27].

The excursion business received a new impetus in the 1920s. The transition to the so-called “complexes” of teaching system provided a wide use of excursion method. Carrying out of close and distant excursions was directly provided by the programs of both the first (junior school, 1-4 years of study) and second (secondary school, 5-7 years of study) concentric circles.

At the same time, along with the neighbors it was proposed to conduct long excursions mainly during the holidays. To facilitate this, in 1925, the USSR Labor and Defense Council Resolution of January 14, 1925 introduced a reduced passenger tariff № 45 for travel of excursion participants. The cost was calculated according to the corresponding passenger fare for travel in coaches of goods-passenger trains with a 50% discount. The total number of passengers entitled to travel at this fare in the first year of the benefit was set at 35000 people [15].

After the establishment of the Ukrainian Mixed Excursion Society in 1928, the distribution of discounted tickets was transferred to this organization, where educational institutions of all types (including those for disabled children) had to apply for discounted excursion tickets in advance – the “travel warrants”

[16]. In addition, there were preferential tariffs for groups and excursionists established by individual railways and steamships. Thus, on the Southern and Donetsk railways the group of 50-100 people (1-2 carriages) was granted a 25% discount, a group of 150 people (3 carriages) – 35%, on the South-Western and Ekatyrynynska railways a group of 15 people was granted a 25% discount. To get these benefits one had to make a list of participants in two copies and apply to the station chief no later than a week before the trip. The Dnipro Shipping Company gave a 25% discount when a group of 15 people or more travelled more than 100 km; when a group of 15 people or more travelled less than 100 km it gave a discount of 50%; when a group of 15 people or more travelled less than 100 km it gave a discount of 25%. On the vessels of “Sovtorgflot” Shipping Company the participants of teachers’ and students’ excursions not less than 10 people in the period from April 01 to November 01 were given a discount of 40% when traveling in the 3rd class [5].

In 1930, the creation of a system of specialized out-of-school educational institutions – children’s excursion stations - began. After that the function of distribution of preferential railway tickets for excursion trips was assigned to the Central children’s excursion station, which at that time was located in Kharkiv [13]. To get preferential tickets the district departments of education made up a summer excursion plan and sent there applications, the preferential letters were issued for excursions at the distance from 300 km according to the established order [25, 38]. Unfortunately, the number of discounted tickets was limited and gradually decreased. Thus, in 1931 People’s Commissariat received 15000 letters (out of which 5000 for children’s excursions) [21], and in 1932 – only 3000, of which 500 were transferred to the Central children’s excursion station [25, 52].

Besides granting transport privileges to the organization of youth excursion trips was promoted both by creation of excursion bases (it was one of the tasks of both Ukrainian Mixed Excursion Society, and system of children’s excursion stations at which excursion bases were created), and the active position of educational authorities on granting of premises of educational institutions for excursionists – free of charge or on preferential conditions. Thus, in the joint letter of 13.04.1931 “On the spread of excursion and tourist work with children”, the task was to create in each district “temporary children’s excursion points, where children’s groups could find shelter during the trip, and when possible, food. Thus, it is necessary to allocate a certain room (school) in each district center ...” [17]. Within a month, the requirement to provide the children’s excursion groups with accommodation was confirmed by another letter of the People’s Commissariat, which provided for the allocation of several rooms

in each district center and school to receive children's excursions [10].

Progressive development of tourist sightseeing business was interrupted by the war, but already on May 30, 1945 the order № 1894 of A. Filipov, the Deputy People's Commissar of Education of Ukrainian SSR "On the state of out-of-school educational institutions in Ukraine and implementation of Khrushchev's instructions to improve out-of-school educational work among children" was issued. They were to restore the network of out-of-school establishments approved in 1945 and to involve the public and schoolchildren in their restoration and equipment repair. By June 15, 1945 it was supposed to revise and approve the staff of out-of-school institutions, to staff them with the best experienced teachers, to create appropriate working conditions for these staff [22]. On April 15, 1947 the work of the central children's excursion-tourist station was resumed [23], one of the priority directions of which was the organization of excursions of the students.

Essential support for the spread of excursions to children in the post-war period was the organization of tourist excursion camps. Already in summer 1951, the Central Children's Excursion and Tourist Station organized camps in Moscow (250 places), Leningrad (200 places), Kyiv (500 places), Zaporizhzhia (150 places), Krasnodon (100 places), Kaniv (100 places), Yalta (200 places), which during summer took more than 16000 children. In addition, there was a republican camp for young climbers in the Caucasus (150 places) and two camps for young tourists in Svaliava (150 places) and Melekino (on the Azov coast, 150 places). All were financed from the state budget (26).

Besides, the restored regional children's excursion and tourist stations created regional children's excursion and tourist camps. So, in 1963 regional children's excursion-tourist stations created 109 children's tourist camps. In particular, Dnipropetrovsk regional children's excursion-tourist station had camps in Dnipropetrovsk, Nikopol, Dniprodzerzhynsk, Kryvyi Rih, Pavlohrad, Odesa, Bilhorod-Dnistrovskiy, Kotovsk, Izmail, Rena, Balta, Ivano-Frankivsk regional children's excursion and tourist station - in Ivano-Frankivsk, Yaremche, Kolomyia, Kosov, Dolyna [24].

Especially popular were excursions to Kyiv and Sevastopol, but the problem was the lack of accommodation. The solution was found - educational authorities allocated school premises in these cities to accommodate children excursionists. Thus, on May 12, 1970 the Ministry of Education of the Ukrainian SSR issued an order No. 89 "On organization of acceptance of students' excursions during summer vacations of 1970 in the cities of Kyiv, Sevastopol and Odesa", which provided for the allocation of 26 schools in Kyiv (one for each region of Ukraine and the Sevastopol metropolitan area)

for regional camps and 2 for national camps, 26 schools in Sevastopol for regional and city camps and a school in Odessa for the Republican children's excursion and tourist station [12]. This decision, which was taken annually for many years, contributed to a significant reduction in the cost of excursions.

Transport privileges were also extremely important. Thus, schoolchildren and students were given a 50% discount when travelling by rail from May 15 to October 15. Although it was seasonal in nature, the benefit significantly helped in organizing tours during the autumn, winter and spring holidays.

Periodic inclusion of excursions in the curriculum, as was done, for example, in 1954, also contributed to the increase in the number of children on excursions [7].

With the declaration of Ukraine's independence, the system of state support for tourist and excursion activities has changed significantly. The system of children's tourist stations and camps has practically disappeared, the budget financing of acquisition of excursion-tourist permits for youth has considerably decreased, and then has practically disappeared. One of the few exceptions to this was a month-long period of free transportation of groups of schoolchildren by rail in 2003, which significantly increased the number of children's excursions. Also certain time on the railways was given privileges for group travel. So, according to the Rules of transportation of passengers, luggage, cargo-baggage and mail by the railway transport of Ukraine, approved by the order of the Ministry of Transport of Ukraine from July 28, 1998 Nr 297, for groups of passengers from 36 persons the discount of cost of the ticket of 30% forround trips and 20% at passage in one direction was given [11]. This practice of reducing the fare for group travel was in full compliance with the world practice and contributed to the organization of excursion trips, among other things. Unfortunately, when the new rules were adopted in 2007, this benefit was abolished.

The current legislation retained some, but rather few, benefits. Thus, when traveling by rail, a discount of 25% of the cost of travel is provided for children under 14 years of age (including those travelling as part of a group), children of orphans, children deprived of parental care and children from large families are provided with free travel in suburban rail and road transport.

State benefits for persons with disabilities are important for the development of inclusive tourism. In accordance with the Act "On Social security for persons with disabilities in Ukraine" and the Act "On state social assistance for persons disabled from childhood and children with disabilities", such persons are entitled to a 50 % discount on the travel cost on internal lines (routes) of air, rail, river and road transport from October 01 and May

(15 without limitation on the number of trips). Also, persons and children with disabilities are entitled to free travel in suburban transport [14].

Along with transport privileges, a targeted state policy to facilitate visits to museums, reserves and other monuments that are the objects of excursions should become a significant support for the organization of excursions. Unfortunately, the legislation does not establish a direct rule on granting a free or at least preferential right to visit museums, nature reserves and other excursion objects, so the decision on this is made by these institutions themselves. For example, the Kyiv Pechersk Historical and Cultural Reserve and the Ethnography Museum of the National Academy of Sciences of Ukraine (Kyiv) provide for free visits to persons with disabilities, students of secondary educational institutions and students only once a month. The National Dendrological Park “Sofiivka” (Uman), the Karpenko-Karyi (Tobilevich) State Museum-Reserve “Khutir Nadiia”, the Ethnography Museum in Lviv, Kamianets-Podilskyi State Historical Museum Reserve, Lutsk Historical and Cultural Reserve, National Museum “Chornobyl” provide the right of permanent free entrance for people with disabilities and reduced cost for schoolchildren.

At the same time, on the websites of the National Museum “Ukraine in the Second World War” and the National Historical Museum, we found no information about benefits for people with disabilities, (at the same time, the Museum “Ukraine in the Second World War” has developed a special regulation on the order of service for low mobility categories of population).

Another factor that has a positive impact on the development of excursions among schoolchildren is the inclusion of excursions in the curriculum. Despite the fact that among the directions of improving the educational process at the current stage of development the proclamation of the introduction of a competent approach to learning and the maximum approach to the personal needs should objectively contribute to the spread of educational excursions, the current programs do not provide for their mandatory implementation. This, in our opinion, negatively affects the use of excursion methods in the educational process.

**Conclusions and prospects for further research.** Thus, the provision of state support for tourism and excursion activities in various forms can significantly contribute to the organization of this work with various categories of the population, in particular, young students and persons with disabilities.

Considerable experience of such support has been accumulated in the history of our state. At the beginning of the 20<sup>th</sup> century, educational excursions were supported by the Ministry of Education, which repeatedly stressed

the appropriateness and necessity of introducing this form of education and included excursions in the curricula as an obligatory element. At the same time, training excursions were facilitated by the provision of significant benefits for their participants, primarily in transport, as well as in addressing the issues of accommodation and catering for excursionists.

In 1920-1930s, excursions also occupied an important place in the educational process of secondary school, were an obligatory element both when introducing “complexes” of education and when returning to the subject approach in teaching. At the same time, the State promoted excursions for all categories of the population, in particular for young people and persons with disabilities, by providing transport privileges, creating a system of children’s tourist camps and specialized out-of-school educational institutions. During the post-war period, the State resumed the provision of transport privileges, greatly simplifying their use, and also created a whole system of bases for receiving excursions in different regions of the country.

At the time of Independence, excursions, as an obligatory element of the educational process, were unfortunately removed from school curricula and remained at the level of recommendations. Transport and cultural facilities for both children and persons with disabilities have also been significantly reduced. This, together with the general decline in the standard of living of the majority of the population, has led to a reduction in the number of excursions for student youth and their loss of a systematic nature.

Creation of the system of state support of excursions of children and persons with disabilities as an important factor of training and education of children and youth with the use of historical experience, in our opinion, is an effective means of development of tourism and excursion business at the present stage.

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**SECTION II**  
**SOCIO-PSYCHOLOGICAL SUPPORT OF INCLUSIVE LEARNING:  
THEORY AND PRACTICE**

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**BASIC PROVISIONS OF ENHANCED COGNITION  
OF PSYCHOLOGY**

The article deals with the inseparable unity of psychodynamic methodology and practice of enhanced cognition of the psyche using the method of active socio-psychological cognition (ASPC), which aims to improve the practical training of future psychologists. Let us define the important aspects of the group process of ASPC. In addition to the introduction of special group principles, which are well known, the leading role is given to the dialogue of the psychologist with the respondent (hereinafter - “P ↔ R”). Psychocorrectional dialogue presupposes the inseparability and, at the same time, the inseparability of their [P and R] positions; provides psychocorrectional connection of the psychologist with the respondent, which provides diagnostic aiming of the P’s questions, which stimulate the energy impulse of R’s spontaneous activity. Psychodynamic correction exacerbates the problem

of developing the psychologist's ability to read the **meaning** of the respondent's answers, which helps to hone the skills of **correlating** the intermediate semantic parameters of the developed behavioral material with the last statement of the respondent. The nature of meanings is invariably consistent with the information equivalents on which the functioning of the human brain is based [2; 8]. Information equivalence is independent of the subject's forms of self-presentation (verbal or nonverbal). The latter explains the need for both diagnostic and corrective dialogue and objective self-presentation (using stones, porcelain figurines, sandstone, psycho-drawings, reproductions of paintings, etc.).

The article raises important issues of motivational and semantic aspects of enhanced cognition of the psyche in its entirety (conscious / unconscious). The method of active socio-psychological cognition is based on the archetypal essence of the psyche, which is synchronized with the ability to recode the ideal (mental) reality into an objectified one. The archetype is a universally integral characteristic of the human psyche, which is manifested in its ability to visually objectify the results of objectification in the plane of perception.

**Formulation of the goals of the article:** to present the main methodological positions of enhanced cognition of the psyche.

**Research methodology.** Classical psychoanalysis has built the process of treating people on free associations, interpretation of dreams etc. And psychodynamic research is focused on the knowledge of internal tendencies of the psyche under the preconditions of providing spontaneous activity of the subject, which involves tangible opportunities for its mediation by supporting aids (stones, molding, toys, psycho-drawings, reproductions of paintings etc.). At the same time, a person is not limited in the diversity of self-presentation; he uses the opportunity to choose from the proposed visualized (indifferent) means those that are not indifferent to him (according to the internal emotional response). If it is an author's (actually executed) thematic<sup>14</sup> psycho-drawing, then it should keep the orientation on the given psychologist or on a free subject. The instruction focuses on one's own internal motivation, i.e. the impulse that is the leading factor of activity, in particular in the choice of self-presentation, which is disciplined by the principles of functioning of ASPC groups [see: 19, p. 125-128].

Active socio-psychological cognition embodies a set of methods [9-14; 16-33], among which a special role belongs to the dialogue, or rather, the dialogic interaction of the psychologist with the respondent ("P ↔ R"). The dialogue helps to "revive" the free choice of the presenter (drawing, model

<sup>14</sup> The topics cover various aspects of the subject's life [see: 17; 18].

of stones, toys, modeling, etc.) by filling it with emotionally individualized mental content by the respondent. The latter catalyzes the discovery of the specifics of the conscious and unconscious of a particular person in his spontaneous activity. All this is a prerequisite for obtaining diagnostically reliable (information-potent) behavioral material for its further interpretation. Objectification of unconscious factors presupposes the orientation of the analytical view on the iterativeness (repetition), invariance (immutability) of verbal-nonverbal forms of behavior of the respondent.

Thus, the objectivity of the presenters contributes to the objectivity of the dialogue-psychoanalytic process, which contributes to the reliability of enhanced cognition in connection with the leveling of subjectivism generated in the person by a system of peripheral (situational) psychological defenses. *Psychological defenses* in the format of psychodynamic paradigm are divided into two categories: situational (peripheral) and basic. The latter are formed subconsciously, uncontrollably by the subject's consciousness. Enhanced cognition is the leveling of situational defenses by introducing appropriate humanistic principles that regulate behavior in the group of ASPC and create psychological security for participants in group interaction due to the stability of the atmosphere of mutual support. The basic principles include: trust, sincerity and acceptance of the person as he is, the absence of condemnation, criticism, advice, assessments in black and white, and so on.

These prerequisites for productive organization of ASPC facilitate the stimulation of spontaneous activity, which contributes to the knowledge of *basic forms of psychological defence*. Basic defences, although they become individualized in each person (specifically the internal task), retain the universality of the connection with archaisms in their involvement in the basic conflict of the psyche "life – death".

*The object of cognition* in ASPC is the psyche of a particular person in its individualized integrity, which is manifested in emotional and cognitive forms of activity, under the conditions of use (in the process of analysis) of objective means of visualized representation of the subject.

The whole process of ASPC is subject to the mechanisms of positive disintegration of the psyche and its secondary integration at a higher level.

The method of active socio-psychological cognition is implemented on the methodological basis of the psychodynamic paradigm [16; 19; 23]. ASPC is a holistic system that covers a variety of techniques that are consistently subject to our established laws of "*positive disintegration and secondary integration of the psyche at a higher level of its development*". Spontaneity and ease of the subject's behavior are inseparable prerequisites for enhanced

cognition. It is important that the subject is free to choose an auxiliary aid (which in itself must be indifferent to the person) for self-presentation (for example, toys, stones, reproductions of paintings). Free choice of self-presentation helps to identify intrinsic motivation. Self-determination manifests itself in the form of an unconscious, intrinsic motivation of a person to activity that involves neither encouragement nor punishment. Spontaneity of behavior is an integral prerequisite for the delayed and indirect result of the interpretive generalization of the received (in the dialogical process) behavioral material in its entirety.

**Analysis of recent research and publications.** Consideration of the problem of the archaic heritage of mankind, which is important, leads to the focus of research on the category of “incentive, which is interpreted as a material or ideal “object” that motivates and directs human activity, for which it occurs “ [3, p. 371]. It is known that a person can have states of motivation “to activity” even outside his conscious will. Behind this are the latent factors associated with the archaisms, needs and desires of the Id, which determine the activity of the subject.

The sphere of incentive cognition in the activity approach is associated (according to O. Leontiev) with the “objectification of need”. In the enhanced cognition, the “objectification” of behavior incentives is the basic principle of actualization of the archetypal abilities of the subject to the spontaneous recoding of mental (ideal) reality into a visualized with the preservation of “information equivalents”. Taking into account the well-known statement of behaviorists “*It is possible to know scientifically only what has appeared outside*”, we find a connection between the academic and psychodynamic approach to the psyche cognition.

The essential feature of enhanced cognition is its concentration on the objectification into the plane of observation of those incentives that cannot directly assert themselves<sup>15</sup>. The ASPC method focuses on the search for indirect forms of actualization of internal, latent incentives. This in-depth approach to the incentive understanding is radically different from the behavioral position, focused on the direct actualization of biological instincts that are catalyzed and simultaneously controlled by the researcher on the type of “mainspring → response” (S → R). Thus, the understanding of the incentive, according to Leontiev, as an “*objectified need*” *interests us from the standpoint of the possibility of recoding unconscious, hidden incentives into visualized-symbolic forms. Enhanced cognition confirms the unproductiveness*

<sup>15</sup> This applies to both archaisms and suppressed inclinations, which is due to the censorship of the Super-Ego.

*of straightforward ways to stimulate the manifestation of latent needs in the plane of observation. This is why the psychoanalytic process of cognition of the psyche differs significantly from other scientific areas of study of mental reality.* Spontaneous human activity is objectified by the inner motivation to solve two tasks: to assert oneself (which reduces energy tension) and to keep the meaning of such activity invisible. **Therefore, the process of enhanced cognition is based on the professional art of the psychologist in his ability to decode the “information equivalents” of the subject, which are represented in meanings stimulated by a latent incentive, which is not available for adequate verbalization.**

At the same time, not taking into account the “decoding semantics”, the enhanced process will appear as the liberation of the psyche from energy cells (fixed traces of the past), which stimulate uncontrolled activity of the self, which only indirectly agrees with the current situation. We can recognize the latter in the process of dialogue-analytical interaction in the system “P ↔ R” based on indirect information “newsletters”.

It is important to keep in mind that the unconscious is of different types: *reproductive* – behavioral skills that make life easier for a person; *preconscious* – based on the synthesis of displaced impulses; *innate unconscious* (Id) is an instance of instincts that coexist peacefully with each other, regardless of their diversity of energy orientation. The latter form of the unconscious is closest to archaisms, and without its participation the formation of the subconscious does not take place: the impulses of Id are exposed to the censorship of the Super-Ego, which actualizes displacement, combined with resistance.

Thus, the substructure of the Super-Ego psyche is involved in the formation of the **preconscious**, which causes the displacement of the Id impulses from consciousness in case of their conflict with the interests of the Self (Ego). Ontogenetically, this is how the energy preconditions of motivation are formed, which stimulate spontaneous activity outside the control of consciousness. Phylogenetic (archaic) possessions are not included in the actual field of consciousness of the subject, they are unconscious, and therefore not known. That is why we have to make efforts for their contextual (indirect) knowledge in the dialogue-analytical process.

**Results of the research.** Ensuring the effectiveness of ASPC takes into account the basic unconscious – **Id**, which gives the psyche energy potency. This instance stimulates motivation by actualizing the instincts of Id in the life of the subject. The impulse of the instinct expresses “the instinct dynamics, which shows activity through a certain internal motivation” [5, p. 163]. The instinct sets “a dynamic process during which some pressure of the energy

charge pushes the body to a certain action – to the object of the instinct” [ibid., P. 77]. Id is an inherited instinctive substructure of the psyche, a specific reservoir of energy.

*In a deep psychodynamic key, we work with the fringe of consciousness, based on the suppressed needs, the energy of which determines the incentive. In the traditional interpretation, motivation is more dependent on external “suggestions”, so **out of research attention remained indirect (latent) ways of its correlation with need.** We take into account the fact that the displaced energy centers “do not stand still” – they irradiate and are synthesized in the process of dominant competitiveness of their energy priorities. The result of such a synthesis reflects the category of “out-of-experienced” (see: [1; 23]). The category of “out-of-experienced” is, on the one hand, broader than archaisms and, on the other, narrower, because of its individualization.*

We pointed out the connection between suppressed needs and incentive, but it is not straightforward, because “the act of behavior can be polyincentive and motivated by several needs”, - this was pointed out by O. Leontiev [6, p. 20] in the activity approach to understanding the psyche. In terms of polymotivation, it is important to identify the *leading incentive*. *In the incentive*, in addition to motivation and direction of activity, there is, as noted by Leontiev, **a special meaningful function**, which is expressed in the “**personal sense**” as a “*conscious internal justification of activity*” [3, p. 371], i.e. understanding of its feasibility. Thanks to the progressive views of L. Vyhotskyi and O. Leontiev, the **meaning** was moved from the sphere of consciousness to *the platform of life*, and this is already a progressive beginning of approaching an adequate understanding of the psyche. At the same time, this was not enough for the meaning to be *correlated* with the context of the whole psyche.

Meaning in the activity approach is defined as “the result of the subject’s reflection of the relationship that exists between him and what his actions are aimed at. ... *the very relation of incentive to goal creates personal meaning, according to O.M. Leontiev* “[3, p. 623]. D. Leontiev clarifies: “Semantic structures are modified forms of life attitudes of the subject” [7, p. 126]. Taking into account the above definition of meaning, we feel an unfilled gap between the focus of methods on *cognition of motivation of consciousness* and methods of cognition of the psyche in its entirety, which provides a fundamentally *different* research platform. Therefore, ASPC is not so much focused on the category of **attitude** (which is the prerogative of consciousness) as on the category of **correlation** of *semantic parameters* of the received behavioral material, which provides longitudinal analysis of the psychologist’s behavior ASPC, under the integration of semantic loads. Therefore, it is important



to emphasize that the category of attitude (on which O. Leontiev relied) gave way to a psychodynamic approach to understanding the category of correlation of the internal “interest” of the subject with its behavioral fact. Understanding this fact by a leading psychologist is the key to the success of the process of deep cognition.

Enhanced cognition of the motivational component of the subject’s activity is exposed to the “academic” misunderstanding of the lack of opportunities for direct observation of needs due to their unconsciousness by the subject. The latter is due to the displacement and latency of their existence. In this case, the latent needs are under the blocks of resistance, which excludes any straightforward research contact with them. Psychological protection brings a person closer to the desired illusions through deviations from reality. As a result, the relationship in the system of “need and purpose of activity” loses stability and is not clearly defined, which necessitates the use of indirect (visualized) tools and contextual ways of dialogical analysis, characteristic of enhanced cognition in ASPC.

The energy potential of the *psychological protection system* in its adequate sense implies the differentiation of incentives, among which the “**leading incentive**” is important. The solution to this category is complicated by the phenomenon of the “*false circle*” generated by defenses, which include mechanisms such as “repression” and “support”. Since defenses determine the psyche subjectivity with the accompanying deformation of socio-perceptual reality, there is a need to introduce into the research process of objective (visualized) tools that require *emotional revitalization, which individualizes and brings them closer to the “language” of the unconscious*. The indirectness of the ASPC process contributes to the objectivity of scientific and enhanced cognition of the motivational and archetypal potential of the psyche.

It is important to understand the *meanings* involved in the *invariance of archaisms*, in their ability to be “above the concreteness of the image”. It is known that any text is a carrier of meanings. In the deep-cognitive process of ASPC separate links of behavior are consistently developed, the interpretation of which presupposes attention to their correlation. “Text” in ASPC is invariably metaphorical, associated with individual interpretive chords set by blocks of behavioral fact in the system “P ↔ R”. “Text” in ASPC evolves depending on interpretive generalizations, summarization of information-dialogic “pas” with their characteristic flexibility, mobility, dynamism and with the strengthening of the ability to personal change. Therefore, the dynamics of determining the semantic parameters of behavioral material in the groups

of ASPP occurs in the process of *correlation* of information units <sup>16</sup> of dialogic interaction, and not on the finished “text”, as is typical of hermeneutics. This is the peculiarity of determining the semantic, motivational and latent factors of enhanced cognition. The respondent has the freedom of spontaneous response, which is motivated by the meaning of the psychologist’s questions, rather than the certainty of the verbal “text”. The questions catalyze the activity only in the case of the adequacy of the diagnosis of the semantic aspects of the respondent’s behavior by the psychologist, which determines the correlation-semantic correspondence of the activity on both sides (“P ↔ R”).

Active socio-psychological cognition can be called a motivational and in-depth process that promotes awareness of the self, which strengthens the adequacy of selfconsciousness. This justifies the need to adhere to the principle of spontaneous activity of ASPP participants as a prerequisite for enhanced cognition. In the interaction of the psychologist with the respondent, the priority of the latter’s initiative remains, while the psychologist “follows him”, based on the postulate **“the psyche knows everything”** (not only Self knows), which has been tested by many years of practice. We are on the same page with W. James in his statement that “our self is double: on the one hand it cognizes, and on the other – creates a cognitive platform” [4, p. 135]. **On the one hand – the Self, and on the other – the psyche in its entirety (conscious/unconscious)**. Therefore, the whole system of active socio-psychological cognition is aimed at developing the reflexive abilities of the subject and expanding the boundaries of his self-awareness. *Ontogenetic and phylogenetic heritage of the psyche are inseparable. They are in an archetypal-integrative unity*, which is expressed in the semantic parameters of the image-visualized representation of the subject.

A person’s attitude to the specifics of what is happening in the ASPP is important for the adequacy of his perception of the psychologist’s questions and providing answers to them; important is the productivity of the development of intermediate chains of dialogue, which is used in the subsequent analysis of the material as a whole. The formulation of questions by the respondent’s psychologist is based on the synthesis of the semantics of a separate link of the dialogue with the result of its correlation with all the previous material of the dialogic process. The category of **correlation** *is focused on the information-analytical synthesis of the links of the dialogic chain of the aggregate behavioral material obtained in the continuous interaction of “P ↔ R”*. The dialogic process encompasses the latently given integration of the subject’s behavioral activity with the archaic content presented in the archetypal meanings of the

<sup>16</sup> “Unit” is “question - answer” and their totality in temporal (long in time) format.

symbols. The chain “question-answer” is based on the principles of **procedural diagnosis**, which is inseparable from the correction. The basic for ASPC is the temporality (time length) of the process of diagnostic and corrective dialogue, which is based on the objectivity of the used auxiliary, material means. The whole process of ASPC (regardless of the methods specifics) *is subject to the “positive disintegration of the subject’s psyche and secondary integration at a higher level of its development”*, which is implemented on the basis of unity of procedural diagnosis in inseparability with correction.

The basis of *in-depth psychological research is not only psychodynamic theory* (methodological and professional culture of diagnostic and corrective dialogue), but also the “live” *outline of the respondent’s answers to the psychologist’s questions* and “reading” of *meanings* based on the correlation of all behavioral material. This is the main value of the dialogical process of diagnosis in ASPC, which is based on the archaic and psychological potential of each person in his archetypal ability to recode ideal (mental) realities into materialized ones. It is the dialogical process that reveals the energy priority, the dominance of certain aspects of the psyche and the interpretive generalization of the results helps to identify the “logic of the conscious” and “logic of the unconscious” in the asymmetry of their vector. Understanding the latter is a prerequisite for solving personal problem (internal stabilized contradiction).

Enhanced cognition takes into account the fact that the unconscious is not amenable to cognition “at once”, but involves a longitudinal analysis of the developed dialogical material. Therefore, it is important to ensure the portion and multilevel diagnostic and corrective process, the quality of which *depends on the professional ability of the leading psychologist to have the skills of probabilistic prediction. The respondent’s reflexivity is also important, which to some extent depends on the experience of participating in group work (for the first time or repeatedly)*. Asking questions by a psychologist actualizes the energy impulse (activity) of the respondent, which together sets the prospect of knowing the stabilized, motivational and semantic basis of his behavior. The psychologist’s questions depend both on the answers of the respondent and on his personal and professional abilities to generalize the dialogic material in its entirety.

Ariadne’s thread in this case depends both on the methodological literacy of the psychologist, his adequate sensitivity to meanings (skills of accuracy of their interpretation), and on the diagnostic correctness and purposefulness of asking questions bypassing resistance, or their mitigation and leveling. The adequacy of enhanced cognition presupposes an understanding of both

the “inseparability” of the spheres of the conscious and the unconscious, and their functional asymmetry.

Many years of experience of deep-corrective cognition of the psyche proves the possibility of optimal objectification of motivational-semantic parameters of the psyche in the dialogic interaction “P↔R” through visualized means of *subject representation*, i.e. their own filling with emotional perception of the respondent. Subjective presenters go through a path of “*revival*” and thus are transformed into representatives, i.e. assistants who acquire mediation between the two spheres of the psyche, which contributes to the retrospective objectification of “traces” of past experience. As a result, the presenter acquires semantic potency, which is used by a leading psychologist in interpretation.

*Concretization of semantic parameters of enhanced cognition* is possible only under the conditions of longitudinal analysis, with focus on iterative, invariant characteristics of the obtained dialogic material. Thus, enhanced cognition presupposes reciprocity of activity: professionally oriented efforts of a psychologist to stimulate the impulse of spontaneity of the respondent. Therefore, inseparable components of the ASPC process are symbolization, metaphorization, objectivity, indirectness, portion and multilevel dialogic interaction, which is based on probabilistic prediction of the psychologist, which is the basis for the effectiveness of procedural diagnosis. At the same time, the dynamics of enhanced cognition is latently corrected by the priority of motivational and energetic determinants of the respondent’s psyche, which determine his spontaneous activity, which is a priority in the continuity of the diagnostic and correction process.

In general, the ASPC process involves the following dynamics: from ambiguity to unambiguity; from symbolization to significance; from metaphorical to conceptual. This is done on the basis of interpretive and generalizing results, in accordance with the integrity of the dialogic chain in the system of interaction “P ↔ R”.

The ship of enhanced cognition may hit a rough patch of subjectivity of the respondent’s consciousness, support, which can be leveled by a psychologist under the conditions of disclosure of their deep factors. “Just like that” nothing happens in the subject’s psyche, so the objectification of latent factors is a way to expand the subject’s self-awareness and his autopsychocorrection, which is marked by longevity in the postgroup period. *Diagnosis and correction in ASPC are phenomenologically inseparable and meet the requirements of the leading mechanisms (laws) – “positive disintegration of the psyche and its secondary integration at a higher level of mental development of the subject”*.

Summarizing the above, we present the main prerequisites for professional and optimal conduct of the psychologist's process of enhanced cognition of the psyche in the stream of psychodynamic paradigm:

- mastery of the psychologist's methodology, methods and tools for conducting the process of enhanced cognition of the psyche, which corresponds to the psychodynamic paradigm [23];
- subordination of the whole process of ASPC to the laws of "positive disintegration and secondary integration of the psyche at a higher level of development";
- compliance of group interaction in ASPC with the principles of organization of correctional practice of humanistic orientation;
- taking into account the specifics of the conscious and unconscious spheres of the psyche in their functional asymmetry and at the same time – inseparability;
- compliance of the ASPC process with the principle of additionality [17];
- providing opportunities for the objectification of the psyche on the terms of involuntary and not limited in the number of choice by the participants of the ASPC visualized means of presentation, including reproductions of paintings [21; 29];
- determination of the order of analytical consideration of drawings only by the respondent (author's or reproductions of art canvases) due to their ranking according to emotional significance for him, which is latently set by "implicit order";
- the priority of the respondent's statements in the course of dialogical interaction with the psychologist ("P follows the respondent");
- the ability of the psychologist to interpret the developed dialogical material (through the provision of partial and final interpretations);
- combination of different methodological techniques (analysis of drawings, modeling of stones, psychodrama etc.) in accordance with the needs of objectification of certain aspects of the respondent's psyche, which are united by a common methodologically structured diagnostic and correctional process;
- directing the analysis of the entire diagnostic and correction procedure of ASPC to awaken in the respondent the tendency "to life", the instinct of self-preservation, which is muffled by destructive tendencies "to the imposition of the psyche", "to psychological self-deprivation" and "to psychological death";
- objectification (based on the analysis of behavioral material) of differences

- between the “logic of the conscious” (declared by the subject) and the “logic of the unconscious”, which is manifested in the analysis of the empirical fact of ASPC, which reveals the essence of the personal problem of the psyche;
- taking into account in the process of analytical interpretation of the fact of equality verbal and nonverbal forms of behavior of the participant of ASPC;
  - the ability of the psychologist to diagnostically accurately “read” the meanings and objectify them, which sets the creative and productive dynamics of the whole process of ASPC, aimed at expanding the self-awareness of the respondent;
  - implementation of interpretation of empirics and dialogue taking into account the semantic parameters of the respondent’s behavior;
  - the psychologist’s ability to correlate the semantic parameters of the behavioral material in their energy priority, which helps to outline the trends of the respondent’s behavior;
  - understanding by the psychologist of the tendencies of the subject’s behavior in their destructiveness and constant connection with the discrepancy between “logic of the conscious” and “logic of the unconscious” (“other logic”), asymmetry of energy orientation of the psyche, which stabilizes the internal contradiction, which is a personal problem subject to diagnosis and psychocorrection.

The material presented above emphasizes the importance of understanding the semantic parameters of the psyche, the knowledge of which requires a synthesis of all the developed behavioral material. Psychoanalytic work with a particular person is based on the analysis of his behavior in general (for the entire period of interaction of the psychologist with the respondent). Therefore, the ability of **correlation** of the *results of dialogic interaction with the declared desires, goals is a prerequisite for identifying the presence of a personal problem, ie a stabilized internal contradiction*. The personal problem is expressed in the fact that the “logic of the conscious” and the “logic of the unconscious” are both multidirectional and constantly contradictory. Psychocorrection weakens this contradiction, increasing the libido-creative activity of the subject.

Dialogue in ASPC also has a managerial aspect, which is implemented through the sequence and progressive portion of the diagnostic and correction process in accordance with the laws of “positive disintegration and secondary integration at a higher level of mental development”. **The effectiveness of the search for the determinism of the psyche by archaic heritage can**

**be ensured only under the conditions of the involvement of “language” of both the unconscious (image, symbol) and the conscious (word).** The latter is based on the fact established by us – **“inseparability of the spheres of conscious and unconscious in their functional asymmetry”**, which is a subparagraph of the *principle of additionality introduced by us* [53].

Dialogic interaction of the psychologist with the respondent is based on procedural diagnostics, which is combined with correction on the basis of probabilistic forecasting, which takes into account the fact that **the involuntary motivation of the ASPC participant is determined not only personal but also archaic experience. This is the impetus for a more careful study of the internal motivational determinants of the psyche, which have archaic roots that are linked to the development (social formation) of mankind.** The results of the study show that the existing fact of merging the archaic heritage with the individual experience of the subject has an impact on the specifics of enhanced cognition of the psyche, especially in its motivational and semantic potential, which led to our research emphasis on visualized means of self-presentation. The archaic trace in the subject’s experience required a certain specificity of the study of the deep factors of spontaneous behavior. The latter manifested itself in the idea of using a psycho-drawing of a tattoo on the themes of “Guilt tattoo” and “Own tattoo”. Due to its archaic motivation, tattoos were supposed to make it easier to learn archaisms. The drawing of these tattoo themes is archetypically motivated by archaic experience, which energetically motivates this process. Author’s drawings of tattoos (on various subjects) do not provide for their application on the body, they are in the status of methodical reception in psycho-correctional groups of ASPC. Tattoo images are the primary mediation of knowledge of the subject’s psyche in its archaic ability to visualize meanings. The next task: to choose a reproduction of art paintings for each of the tattoo drawings, which allows to clarify and specify their content.

After performing psycho-drawings of tattoos, selection of reproductions of paintings for each of them, the respondent places the reproductions of paintings selected for them in the order of their emotional significance. Successful completion of the above task corresponds to our discovery of the presence of the *“implicit order”*, typical for the psyche.

Here is a transcript of the dialogue-analytical practice of one of the demonstration psychoanalytic sessions with a female student of the Cherkasy Institute of Fire Safety named after Chernobyl Heroes. The session took place in the students’ classroom (assembly hall) with a film adaptation of the process. The conditions of voluntariness were observed, under which student V. took the

initiative to participate in the session and made two thematic psycho-drawings of tattoos with the appropriate selection of reproductions of paintings.

**Tasks:** a) to draw thematic psycho-drawings “Own tattoo” and “Guilt Tattoo” (which is imaginary); b) choose for each of the tattoo drawings reproductions of paintings that are emotionally in tune with the content of the tattoo; c) to arrange (rank) the selected (before this or that tattoo) reproductions in the order of their emotional significance according to self-flowing sensations.

### **Transcript of psychoanalytic work with respondent V.**

*V. – future psychologist, Cherkasy Institute of Fire Safety named after Chernobyl Heroes (March, 2019, demonstration lesson in a large classroom).*

*Presenter of the session is psychologist T. Yatsenko (P.).*

P.: Which psycho-picture do you want to start with: “Guilt Tattoo” or “Own tattoo?”

V. : With the picture “ Guilt Tattoo” (Fig. 1).

P.: How does this tattoo make you feel?

V.:It brings very negative feelings.

P.: What conveys this negativity in the picture?

V.: This is a bunny sitting with his ears down, holding his head and crying.

P.: So this bunny is confused, he is in despair?

V.: Yes. He has an open mouth – he screams and cries.



*Fig. 1. Guilt Tatoo*

P.: If you saw such a bunny, what feelings would you have?

V.: Confusion, I would feel sorry for him.



P.: Would you try to help him?

V.: Yes, I would like to know what happened. Because it's not a very nice picture.

P.: Why did you choose the image of a bunny? After all, he runs fast, takes care of himself, and suddenly got into such a mess?

V.: He made the wrong decision, he is guilty of something..., now he is "reaping what he has sown". Very upset and filled with remorse. Offended by the whole world that this happened.

P.: What would you tell him?

V.: All in all, life goes on, and even if you made a mistake, learn a lesson from it.

P.: Have you ever been in such a situation yourself?

V.: Yes, I have.

P.: Has anyone helped you to get over such difficult situation or you have made it on your own?

V.: Alone, and it's not easy.

P.: You did not seek for help, did you?

V.: Nothing helped at all, I didn't want anything, it felt like the end of the world.

P.: So you felt isolated?

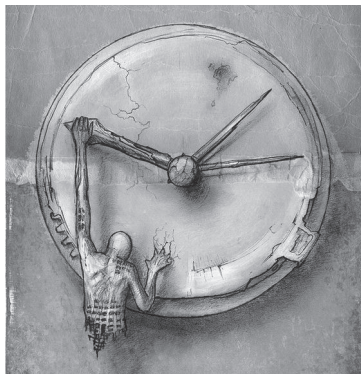
V.: Yes. There was a certain introversion, a return to the depths of oneself, from the whole world.

P.: How long could you suffer?

V.: Even so far it is (it seems to be not so strong) - it's easier, but I still feel it.

P.: So is it something that has happened recently?

V.: Yes, not so long ago. The next figure is "Time" (Fig. 2).



*Fig. 2. Author and title are unknown.  
Respondent's name is "Time"*

P.: Did it not happen that time, on the one hand, seemed to have stopped, and on the other hand, this figure wanted to rewind it, perhaps it wanted to warn that what had just been said did not happen again?

V.: Yes, it wants it not to come back again.

P.: What feelings does this picture evoke (Fig. 2), and where are you? And what are the prospects for this person's actions?

V.: It feels like nothing works for this man who is trying to turn time back. It is impossible. He himself understands that as much as he would like, and this is impossible – this is the problem.

P.: But still a person blames himself for the fact that he seems to have missed something in terms of time?

V.: Yes, that's right.

P.: As the ancient Greeks say, it is very important to feel “place, measure, moment”. You lose a moment – and everything will fly. Did you have the feeling that you were stuck in such a state and moving in a “wrong circle”?

V.: Not often, but I had this feeling, it is familiar to me. Apparently, this dramatic situation gave impetus to the desire to turn time back, so this is the choice of drawing.

P.: And to turn time back, in your opinion, it is possible through a ratio (a big forehead of a bunny in fig. 1), through comprehension or through depth of experiences?

V.: Because of the depth of experiences.

P.: Obviously, it was so that the experience captured you?



*Fig. 3. T.A Koper, the name is unknown.  
Respondent's name -is "Sinful Angel"*

V.: Yes. The next picture (Fig. 3 illustrates this state) is “Sinful Angel”.

P.: What is this person going through?

V.: Grief. For me, this picture characterizes the fall, helplessness, hopelessness, grief, regret for something, self-disappointment because I caused the drama of the relationship.

P.: The fact that there is really one “angelic” wing and the other is damaged, indicates that something seemed to have passed out of your control, you were not prognostic, did not understand the essence of what “came”, could not feel the moment to warn him, and therefore thought you were not guilty.

V.: I will not say that I did not consider myself guilty at all. I just didn’t think (didn’t take into account) that it could have such serious consequences. It was as if my wings were breaking off - I felt it sharply, “I live and I don’t live”, a feeling of emptiness.

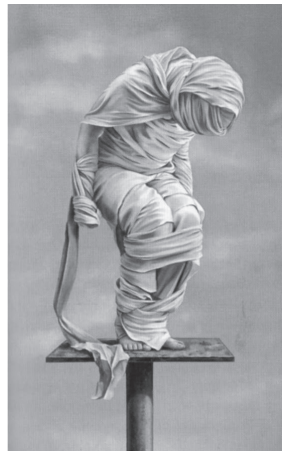
P.: It is not in vain that the clock (Fig. 2) seems to suspend the time of life’s progress. How long did the “stop” last?

V.: It continues to this day, unfortunately, and it still takes a lot of effort to get rid of such (Fig. 3) feelings.

P.: That is, you are not yet free from the situation that illustrates the picture “Guilt Tattoo” (Fig. 1). Have you experienced a similar condition, or is it a metaphorical-symbolic picture (Fig. 4)?



*Fig. 4. Psycho-drawing of another group member*



*Fig. 5. A. Marcus, name unknown. Respondent’s name - “Self-crucifixion”*

V.: This picture is similar to “Guilt Tattoo”: the girl is crying, her eyes are closed – she doesn’t see much. And the table is like a shelter, nobody understands or supports it. The girl is alone.

P.: What does this next picture look like (Fig. 5)?

V.: To Jesus Christ, who was crucified. Here (Fig. 5) this person condemns himself for certain sins and internally “crucifies” himself.

P.: Were the sufferings an inner consolation, as if something (such suffering) justifies you in something and therefore makes you happy, as if it lifts you up a little in your own eyes? Is it as if you are climbing a “pedestal” (Fig. 5)?

V.: No, this experience does not adorn at all, **it’s like a sentence.**

P.: What is the difference between the feelings of this person (Fig. 5) from the feelings of a bunny (Fig. 1)?

V.: The bunny openly shows tears and grief, and the person’s face is closed so that nothing can be seen. These are hidden, internal sufferings, and they are the most severe. It is a feeling of hopelessness, and hence hopelessness, it is a depression that comes from within, it is close to great self-suffering.



*Fig. 6. The author is unknown. Angel with broken wings*

P.: The following figure (Fig. 6). We see a man again - an angel with broken wings. Is it innocent, clean, without an evil plan, but suffering and without prospects to fly?

V.: Not that she is clean... She just had to take off her angel wings, and now she is crying over them, because she needed them, and now it is impossible to use them... that’s how things turned out, everything is broken.

P.: But she is crying because she is sorry that she had to take off her angel wings? Maybe they put her in such a state? Because she rose above something (using them), high, and therefore released from the realities of life something important. This is my hypothesis. What do you say?

V.: Yes, it really is! These angelic wings often masked something and provided a rise high above others and created a false perception.

P.: Then the girl, rising above reality, could not master the reality of the circumstances, which led to error, disappointment and suffering?

V.: **She did not curb some of my ambitious needs in time.** Could not block or neutralize them. Give your heart freedom - it will lead you into captivity. She gave herself such a will, flew not there, thanks to the wings, and as a result - we have what we have... (bunny, Fig. 1).

P.: Does this person (Fig. 7) portray you?

V.: Yes, it's me. Here, the *guilt* is related to the load that pulls down (right on the table), and the bird is my friend, who still supported and wants to get out of this state, but against this background, she is just a bird, that is, powerless!

P.: She is powerless compared to the severity of the condition that this person is going through. If we consider the bird as a symbol of nature, then nature is wiser than human passions. Did your friend try to help you, or was she powerless at all?

V.: Yes, I tried. At the beginning she did not support me at all, and then she changed her mind and decided to support me, but for me that support was too small, invisible, and I wanted more support in other respects, in another place, in another direction.

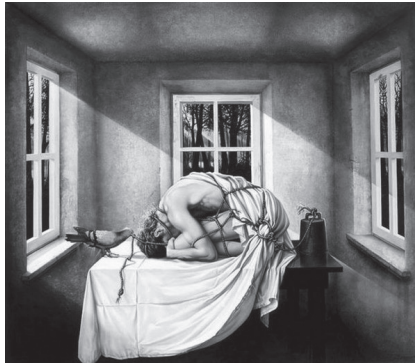


Fig. 7. Z. Zademak. *A little helper*

P.: Maybe your friend was happy that you broke your wings so much? Because she couldn't take off like you did? Maybe she envied you that you are beautiful, that you have such ups and downs?

V.: Maybe I'm not sure I was busy with myself.

P: Where do you feel yourself in the figure 8?

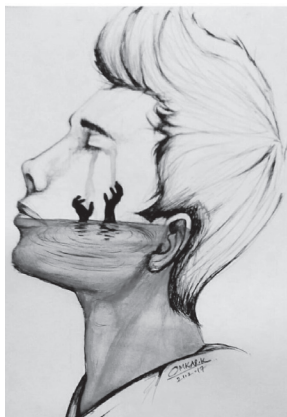


Fig. 8. O. Khochare, *the name is unknown*



Fig. 9. Z. Zadema. *Around a circle*

V.: Inside my head are my hands, which I stretch out of the water. I seem to be drowning in my tears, in myself, in my grief (it's all me).

P.: It is very interesting: you are drowning in yourself and in your own tears. Now you understand this and for you it will not be so traumatic, but will be familiar, rationalized, and, thanks to understanding, will be less “self-harm”. You will be able to remove destructive energy through the diet and awaken your own self-preservation. Next - this picture (Fig. 9). As we can see, the figure carries a certain burden – obviously, experienced disagreements of life, which are fixed in energetically saturated traces (fixations). The weight on the ropes is archetypically a symbol of the umbilical cord. Is this situation related to close relatives?

V.: No. This is personal, this is my intimate experience.

P.: If so, there may be some transfers from relatives, i.e. from primary libidinal objects. For example, you met someone who reminded you of a brother or father, or someone else who was mentally significant.

V.: He does not look like someone from my family, but like my first love.

P.: Yes, if it was emotionally strong, it created a center of fixation, which stimulates the desire to find a replacement. And for a while it seemed to you that you did find a replacement. And you believed. Did you fly like a “light angel”?

V.: That's right. In general, this picture reminds me of a man standing over an abyss and wanting to commit suicide, I had just such movements.

P.: Did you have such plans or just a feeling that life is coming to an end?

V.: Not thoughts, but there have even been suicide attempts, but it turns out not so easy. Later, when I learned some information (about that person), I realized that it was nonsense on my part – I could become crippled for some reason. And I regret it, and thank God that then everything passed, everything is fine with me and I am now sitting here and working.

P.: It's good that you got to this demonstration session, now you will follow similar destructive tendencies and you will be safer. How interesting – what we just talked about is illustrated in the following figure 10. It's about love, which, obviously, was, and since the girl seems to be tied with fetters (“umbilical cords”), the problem still does not let you go?! These are certain residual shackles from the trauma. When you already know this, you can smile at it (instead of falling into such suffering). It is good that you had your first love and gave you some experience, but then live as a free person. You have gone through so much!

V.: This guy looks like my first love... I'm still with him. After everything I've been through, I'll appreciate it more. But I have a **sense of guilt by him, and, at the same time, resentment against him for his deeds** – all together. It is mixed in me and continues to sit. True, not as stressful as from the beginning, already recedes a little, but still, it happens, comes back, overflows, captures.

P.: Can't you discuss the issues with this guy?

V.: We agreed not to discuss it, because it provokes a scandal, something we cannot forgive each other.

P.: So you keep dating, but you live with the “frozen” wound you went through?

V.: Yes, it is true, and it is not desirable to touch, because it is an even greater catastrophe.

P.: Who caused this wound?

V.: I myself. And then he complemented it with his behavior.

P.: It is important to understand that no one in the world can cause us such harm that we can cause ourselves, because we are closest to ourselves. There is also the force of projection when guilt is transferred [projected] to another person.

V.: Not that I wanted to shift this blame



Fig. 10. K. Co, the name is unknown



on someone, but there was a situation when I wanted to think that it wasn't my fault...

P.: To think whether you are guilty or not is to walk in the "wrong circle". The most important thing is to read the informational situations you find yourself in to anticipate them. The following figure (Fig. 11) confirms that you have a tendency to "return to the womb". And then there is the need for self-birth, which gives a sense of power: "I was able to self-establish". But the burden of problems determines the tendency to "psychological death", so your psychoanalysis is so important today. The following figure (Fig. 12) shows that you have not yet rationally strengthened, so that your steps into the future were free from a bit of risk. Because the girl is standing on the cornice, from which stretches a rope (on it sits a crow), on which you can step. That is, there is a risk that you will not have a basis for self-preservation.



*Fig. 11. Photo by M. Mauson from the series "Underwater"*



*Fig. 12. Author and title unknown*

B: So it looks like I'm ready to kill myself just so I don't make the same mistake again? And the punishment itself is present



P.: It is possible to comprehend and understand that life is given to us once, and that you once fell into the clutches of the game of tendencies between life and death, should be a difficult but reliable lesson and a safeguard against destructive, reckless steps. You have to keep the fact that you managed to win over yourself. Of these two tattoos, you chose the “tattoo of guilt” for analysis, because you feel that you are the central link in this and that it is guilt, first of all, in front of you.

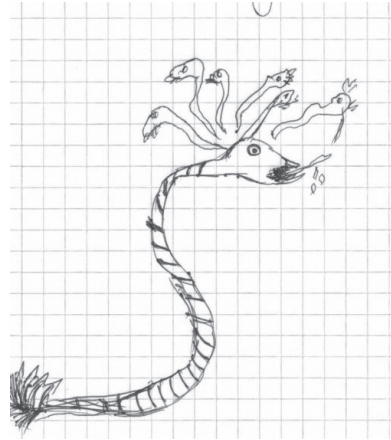


Fig. 13. Own tattoo

V.: Yes, I understood this in the process of our work. Now let's move on to the own tattoo (Fig. 13). This is a snake, the Gorgon Medusa. A cobra in which small snakes emerging from the head.

P.: The symbol of the snake has a mortid (destructive) color. At the same time, she is smart, but she is either retaliating or burdened with her own remorse. Why does a snake have such an unnatural tail?

V.: It's like a mace - *a brush with steel spikes*, it can hit, even kill.

P.: So you wanted revenge?

V.: Not at all (I was in a state of need to protect myself and more, probably from myself), but I also wanted revenge.

P.: Where would you put this tattoo?

V.: Either on the thigh or on the abdomen.

P.: Is it to make the others be afraid of you?

V.: Yes. I want to be stronger and I really want to get rid of the fear of myself.

P.: That is, there is an illusion: “When I am evil, then I am strong and protected”. In fact, the greatest force is not in the “darkness”, but in the “sun” (in libido). There is no life without the sun. That is, life is in the energy of libido, which is necessary for oneself and for others. Imagine how you would scare a guy if he saw this snake on your body. The next picture (Fig. 14) is a girl who pulled off her own wing. How do you semantically interpret this picture?



Fig. 14. The author is unknown. *Angel*



Fig. 15. R. Moril.  
*War in Paradise*

V.: It feels like I'm cutting off my own wings because of my imbalance and aggression. One of them is already missing, and ends with this figure 6 (to be continued), where I look into the eyes of death.

P.: Yes, you confirm the hypothesis that a person harms himself more than anyone outside. Ahead were similar drawings: fig. 3 and fig. 6. It turns out that we blame another for our own deprivation and do not see what we are doing to ourselves?! And it weakens us. The power is in ourselves and in our knowledge of what is happening to us. It is necessary to steer not through *suffering*, but through understanding one's own feelings and actions, because what happened leaves a mark in life through the fixation of mortal energy. Logic: "If I can do this to myself, then others can also do it, and then in return - be afraid of me". Tell us what you see in this picture (Fig. 15)?

V.: I have a double feeling – a demon of anger and, at the same time, a defenseless angel. That's all (that's in the picture) and I have it too. There are circumstances where I *hesitate*, and then the demon wins. Conversely, I remain an angel where I need to be tougher, and that is my insecurity. Therefore, obviously, the girl in white has only one full wing.

P.: So you feel a certain dissonance of behavior, which is "out of place"?

V.: Yes. Where you need to be tougher, a white angel turns on, and where you need to be gentler, something demonic, black, comes out.

P.: Maybe you are afraid that you may not be able to overcome the rigidity of the opposite side, and therefore you adjust so as not to "be influenced"

by the force that is “on the other side” of yourself?

V.: Sometimes, indeed, yes, I bend with fear.

P.: How often do you feel these two images that are in you? Do you feel like their bearer, that this is your being – are there both?

V.: No, they sit separately, I don’t feel them together (either (or...)).

P.: “Either... or...”? Are you either an angel or a demon?

V.: They are together, that’s right, but they appear separately. I can confidently say that in their pure form they do not exist: *I can not be a purely light angel or a purely dark demon.*

P.: Which side you represent more in your family?

V.: In the family? A demon, of course.

P.: Who feels it more – mother, father or someone else?

V.: I think both mom and dad – I’m like a demon with them. And other relatives see me as an angel.

P.: So the people closest to you see you as a demon?

V.: Yes.

P.: So you are protesting against something? Is something wrong with you there?

V.: Yes, there is something that does not suit anyone.

P.: And since when did you start to feel it?

V.: When I was 15 years old.

P.: Was there a certain event, the reason that you suddenly felt that way?

V.: No. My mother was not very involved in my upbringing as a child. Usually it was an aunt, grandmother, neighbor or someone else. And when I was 15, my mother changed jobs, became closer to me and began to educate in her own way. I got used to the gentle attitude, and she took an authoritarian position, and **was not interested in my desires**. My mother started to impose the upbringing as she was brought up, but for me it is very far away and I still do not accept it.

P.: Can you say that you have had a relationship with a “**mother - a black demon**” since childhood?

V.: Yes. She sees a demon in me, and I see a demon in her - that’s the “wrong circle”.

P.: It turns out that you did not like the demon in your mother and you, in contrast to her (to survive) formed a demon of yourself (in yourself)?

V.: Yes, that’s right!

P.: Then you pay dearly for your mother’s inaccuracy? Childhood is very costly for you as an adult.

V.: I understand that, but it doesn’t work out any other way, it’s somehow

the same – outside of me.

P.: So, for you, your mother is very important, if you let yourself be wasted, then it is in this “demon” that you will acquire an identity with her, according to this indicator.

V.: It turns out that yes, although sad...

P.: You spend yourself, the beautiful image of a gentle girl (woman) disappears?! Mom seems to be tying your hands, and then you obviously don't do anything, there's no activity.

V.: I don't like *being told how to do*. I understand that my mother wants the best, but I want to choose for myself. I am often deprived of the right to choose, everything is decided for me because they think they know better and want the best for me, but I want to choose for myself. Even if it is wrong, I will then realize my mistake and correct myself, do the right thing. Than they will say to me: “Do just that, and that's it!”

P.: Do parents think that they were unlucky with their daughter?

V.: Yes, there is such a feeling, although it is sad for me to realize it.

P.: Do you also think so (mutually) about your mother (or father)?

V.: Sometimes I think that I was unlucky with my mother, but then this thought disappears and I think that it is still good and I love her, no matter what.

P.: So you are constantly moving into a light figure (Fig. 15)?

V.: Yes.

P.: Do you move more into a lighter figure than your mom?

V.: I don't know. Mom loves me too and shows it.

P.: So you love each other, but something dark hangs over your relationship?

V.: Yes, and it is invariably like fate.

P.: Now we are talking only about mom, although you said that mom and dad are on the same level. Is mom a more significant figure for you?

V.: My father used to support me, even when my mother was wrong. But then they started arguing. My father supported me, my mother shouted at him, and as a result, I decided not to quarrel with my mother, because he often takes her side.

P.: And you could feel that your father was betraying you?

V.: I sometimes felt like I was alone in the family. When I realized that my parents could divorce because of me, I resigned myself to this state, so that there would be no divorce.

P.: Maybe you intensified your mother's attacks to make sure that your father would protect you, and you wanted to make sure of his love – did you hope for that?

V.: I hoped for support at least from him, because I was left with a feeling of loneliness and depression.

P.: For you, “love” means “support”. If you go back to your personal relationship, wasn’t there something in them that you behaved so “cool” in the relationship? Did you expect support, flexibility, etc. from your partner?

V.: No. My boyfriend always supported me, it was a little different.

P.: Then what caused the problem?

V.: His mistakes. In the company of a boyfriend, I’m always a white angel. I’m not a demon, even if I don’t like something, I “keep up appearances”!

P.: If you are an angel, why did you cause such a dramatic situation ?

V.: **When I am with him, I am an angel, but with my hands tied (as in Fig. 15), and when I am not with him, I am a demon with knives. An evil demon.** When I’m aggressive (in the presence of a boyfriend), I try not to show it, to keep calm (“I tie my hands”). Because I’m afraid he may not like it.

P.: You spend so much energy on control! Do you have to constantly control yourself and restrain yourself in something, even to kill?

V.: Yes. And even if my mother is wrong, lately I’ve been trying to keep it in my relationship with her.

P.: It’s hard, it takes a lot of energy and it’s not always effective, because you feel like you’re losing yourself. You don’t seem to be you.

V.: I don’t know what it will turn into, but I have to *suppress my emotions*, and it’s not easy.

P.: Maybe you will be a good actress in the future. But the question remains: why the bunny cries (“Guilt Tattoo”, Fig. 1)? If you can get out of situations like that, then where does such state come from?

V.: There (Fig. 1) I am depicted when I made certain mistakes.

P.: So you still felt in this image?

V.: Yes, I felt in this state, I know what it is.

P.: The following figure (Fig. 16). Such a beauty looks in the mirror and sees something dead. You seem to be losing yourself. If you restrain, suppress your emotions, kill the “black demon”, then, finally, it turns out that “you are not you” – the death ?! Then you have the feeling that your mother, who does not accept you as you are, brings you closer to the fact that you have killed something in yourself. Of course, mom will never think of this, she believes that she corrects your behavior to make your life easier. She has no idea about the death.

V.: Her position – “It is better for my daughter to be a simpleton and sit next to me in the warmth, than to think, decide and be bright”. She wants to protect me from mistakes. But I want to analyze for myself what I do and how I do it. Even if I do something wrong, I want to analyze myself so as not to do so in the future. I don’t want to be taught.

P.: What attracted attention in this picture (Fig. 16)? And what does the picture present?

V.: It’s as if I’m looking at myself in the mirror and I don’t recognize whether it’s me or not. **It is as if an angel looks and sees a demon in the reflection.**

P.: You really want there to be no “black” demon (skeleton). You want to, but you can’t, because he turns out to be “more alive than all the living”.

In fact (Fig. 16) –

the feeling that if you are a demon (aggression, tension, force), then either he will revive [the skeleton], or you will be stronger.

V.: It really is. Let’s move on to Fig. 17.

P.: Looking at the cat, we see that you are still small, tender, as if you lacked care and warmth from your mother. You may have spent an early period with your grandparents or other relatives, and now you want to feel like a cat with your mother (Fig. 17). But when you are such a cat, your mother can turn into a lion and “show” that this is how it should be. You already know that better. This “underlove” creates a dissatisfied potential of the child, which would like to fill, but, obviously, does not work. Mom awakens this demon in you, and you do not want to be a demon, but you can not “freeze” in a kitten, and therefore you turn into such a skeleton (Fig. 16), killing yourself through the actualization of mortido energy. Now you will understand that if you kill something in yourself, it will push you far enough away from the possibility of becoming such a lion. This skeleton (Fig. 16) cannot become a lion. We must value our potential and harmonize it through the optimality of its implementation.



*Fig. 16. S. Jersey.  
Mirror of essence*



*Fig. 17. The author  
is unknown.  
A cat in the mirror*

V.: Listening to you, a lot became clear to me, and I saw how difficult it is for me to achieve what I want. Indeed, I want to become a lioness, but, as I understand it, I choose the wrong ways! I offer the following drawing (fig. 18).

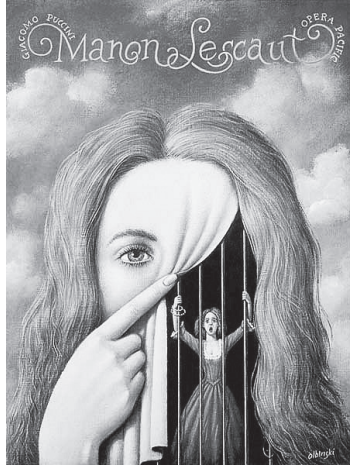


Fig. 18. R. Olbinski. Poster for G. Puccini's opera "Manon Lescaut"

P.: How interesting, I just said that you have something "unloved", not received from childhood from your mother. In fact, all the problems with the mother come from the fact that there is a delay in the child's image – you're like in the womb. And it turns out that this is a delay in development. Delay in the feelings of a "kitten" (Fig. 17). But an adult girl, and even such a beauty, does not want to be a "kitten"!? It is clear that she is looking for strength in a demon, in a mortido, in that snake (actually a tattoo). The main thing is that your mother often seems to you as it is reflected in the tattoo (Fig. 13), which you have shown to many little snakes, which one after another climb like thoughts. It turns out that "mom and your self are one". But to portray the mother as a snake is prudent, "we all have to treat our mother well". In this way (through the tattoo itself) a certain negativity to the mother is masked, and this negativity is *removed* in the case when (at a deep level) you are inseparable from her: "I am in her, I am her essence". Being behind a metal lattice (Fig. 18) indicates a delay in the development, progress of socialization, reaching professional heights, your delay in accordance with your potential. And that's why



you say so often that you need your own experience, because you feel that there is a *certain delay in your own development*. And then there is the behavior of the rebel. Obviously, mom sees this (that you are not adapted) and is afraid for you. A “wrong circle” is generated. You are at a crossroads (Fig. 19), because your parents almost divorced, and you would not want it, apparently, not to be involved in it, you sacrificed yourself.

V.: That’s right, I’m a victim, because I wouldn’t want this divorce to be because of me. That’s right, and I wouldn’t want that at all.

P.: That’s why you want to reconcile something irreconcilable in yourself, you want to make the only (integral) image of yourself. What did you see in Figure 19 when you chose it, what does it symbolize?

V.: This picture illustrates my confusion, I don’t know where to turn my head, my face seems to look in all directions.

P.: As in a fairy tale: the crossroads of three roads. That is, a person can not find himself?

V.: Not that himself... feeling that in some situations I do not know how to do, confused, inexperienced. Something is tearing me apart in different directions, and I am in a stupor, I seem to disappear, I don’t seem to be there.

P.: The passage of psycho-correctional groups develops socio-perceptual intelligence. And here (in Fig. 19) – the intellect (forehead) is nullified, but the soul is suffering, as indicated by this black glove. Is it your hand (black) or someone’s?

V.: Mine. It indicates that my **soul is dark**.

P.: So there is a problem that you are experiencing, but it is difficult for you to solve. You want to, but you are constantly in the net of certain internal tendencies, internal oppositions. You still have such secrecy and isolation, you can’t overcome the “lattice” (Fig. 18) to enter the social space free. To do this, you must be *free* now. The following figure (Fig. 20) indicates what we were talking about, that you need to find a harmony of white and dark in yourself. When you look at this picture, where do you see yourself - on the line, in light or in dark?

V.: *In the middle (on the line), where they merge, I am the line between... and the “right”. And “left”.*



*Fig. 19. J. Warren.  
Welcome to America*





Fig. 20. The author is unknown.  
*Yin and Yang*



Fig. 21. G. D. Exioglu.  
*Coffee with milk*

P.: It turns out that you can't find yourself because you are the line between white and black. Attraction to parents is manifested in the blocking of their own development. If you are only the boundary, you are neither "this" nor "that" side (remember Fig. 15) – between the black and white angel.

V.: That's right, and fig. 21 already shows that I am the middle and I synthesize "this" and "that" on both sides.

P.: Are you on the border again, in the middle?

V.: Yes, I am a *mixture* of two (as in Fig. 20): father is the light part, mother is the dark part.

P.: Now we come to the trend of your own dependence on your parents. You are trying to acquire *something independent (autonomous)*, and *it is, in fact, just a mixture of one with another*. The father falls into the light part and the mother into the dark. And since the child is inseparable from them, it turns out that by this *inseparability you form a metal lattice* (Fig. 18), behind which there is a captivity set by dependence on parents and especially on the mother, because you yourself claim that the skeleton revives the energy of mortido. You need to work on the material so that you can recognize in your behavior where you say "this" or "that", which you would like to say goodbye. Because your personal development as an adult is also endangered, especially in terms of



Fig. 22. Yu. Filipenko.  
*Cat girls do not cry*

optimizing relationships in the intimate sphere. You can be a white angel or a black one; you **cannot find the realization of your potential on the line of the golden mean**, so there is “either... or...”, which leads to self-death: fig. 22 identical fig. 16. It seems that you are *sacrificing yourself* because of the *unrealization of great love for both parents*. What does this picture (Fig. 22) allow and help you to tell?

V.: This picture shows that on the outside I seem to be good, and on the inside everything is already dead, as if I am not alive – this kindness is like the need to survive in a situation. It felt as if everything was already..., as if I was dead, now it is clear that I am killing discontent, aggression.

P.: Did you have to kill it because you did it – killed your feelings to be in harmony with mom and dad?

V.: Yes, but not only that, there were many other situations with other people, and in life in general, when I suppressed myself due to the revival of mortido, and as a result, **felt exhausted and devastated, like a dead man - the fire turned to ashes**.

P.: So, many situations in your life awakened mortal (destructive) energy in you, and you suppressed (killed) it ?!

V.: This demon of destruction began to appear in me as if to protect me, **to show the power** that I can not only be offended bunny (Fig. 1), but also scare another (or others). I have an insight: all this death is caused by a reluctance to be a timid bunny. It is because of this that the snake spits venom in various ways (see the tattoo itself, Fig. 13), so it has a bunch of small snakes on its head. It looks scary, but it's not surprising, it's a revival process so as not to be so dead inside. If the snake does not start to act, then I am doomed to a skull with an iclosm (Fig. 22). Snake comes out of the skull!

P.: Do you think you could scare your boyfriend with your own behavior? And does he guess about your inner problems?

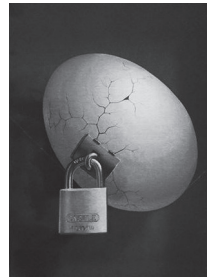
V.: He said that I am completely different, that sometimes he does not recognize me, I am not me.

P.: Would you like to be just as positive, good?

V.: No, you don't always have to be good, sometimes you have to show “teeth”, rigidity, but in order to remain yourself, not to lose yourself.

P.: There are signs of childhood problems of relationships. The corrected person is always free from himself and mostly positive in relationships. The next picture you choose (Fig. 23) indicates (according to the archetype) infertility. And if you are unborn, then you are dead, at least in certain aspects there is no realization of your own potential. That is, psychological

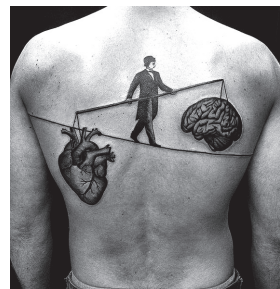
death is also connected with the unbornness of your potential? “The unbornness of potential blocks the possibilities of its social realization”. It is clear why **you attribute aggression to the aspect of revitalizing yourself. You seem to break the shell of self-restraint with the power of mortido.** This means that you are very much hindering yourself in the realization of your own potential both in intimate relationships and in professional self-realization. Now you are convinced that in certain situations you need to acquire the ability to remain calm. If you keep calm, the mind will be strengthened, you will find ways of optimal relationships in the format of the “golden mean”. When you chose this picture (from numerous reproductions), what did it symbolize for you? What is it talking about?



*Fig. 23. Author and title unknown*

V.: It’s like I’m sitting inside and I want to escape, because the shell is cracking, but there is a heavy lock that prevents me from doing it, prevents me from gaining freedom. That is, I am closed in on myself, I want to go out, but something prevents me. In fact, there is a sense of the need for self-birth! It was as if I had been under the oppression of my mother for a very long time, and now that “shell” interferes, the struggle of “mortido” with “libido”.

P.: **Do you create this lock for yourself? Because there are laws that what sits in the egg will break through spontaneously. There’s plenty of room to break through and get out. But the protective line of the psyche is interested in immersing itself in such a “uterine” state (Fig. 8, Fig. 11, Fig. 18, and now Fig. 23). It is high time to be “born”, but there is a delay. You have already grown up, and you are in the “mother’s womb”. And this is guilt before yourself.** Because you can make an effort and be born. What interested you in Figure 24?



*Fig. 24. The author is unknown. Tattoo “Weighing the mind and heart”*

V.: It’s me balancing on the thin line between emotions and reason. Sometimes I ruin everything with my emotions, and then I realize that I shouldn’t do that. Or vice versa: I thought, did as if right, and then realized that at that time it was worth focusing on emotion, not the mind. And *constantly balancing and, as a rule,*

“missing”, it creates a heavy background of uncertainty of the “bunny” (Fig. 1).

P.: Is there no middle ground in behavior? Emotions don’t seem to work on the mind, and the mind doesn’t work on emotions? There is no balance, synthesis, in short, the middle ground. And the fact that it is depicted on the back of a man can mean that your father is for you the ideal of your psychological development in life?

V.: Yes, he is more balanced, this is what I would like to acquire, and this is what he approves of.

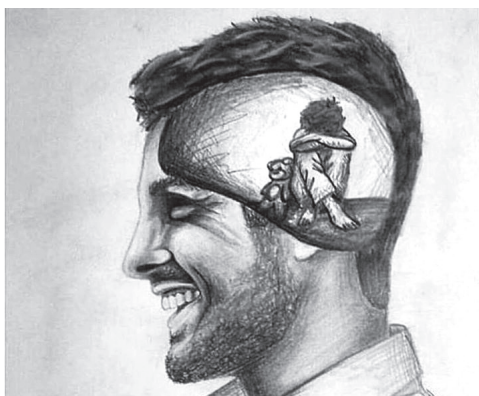
P.: It is obvious that Fig. 25 symbolizes what you are afraid of, beware of being so powerless, insignificant, that they will be taken and thrown away like this?

V.: In fact, it is very undesirable for me, I have experienced such feelings in my relationship with my mother, and more than once you are turned into zero in an instant.

P.: Have you experienced such feelings in society?

V.: Yes, it was. It is quite unpleasant, certain situations have left a traumatic mark. I do not take this to heart, because in my life there are much bigger problems, but simply bear in mind that it is necessary to avoid such “movements”. I do not want to deal with such people at all, because they determine the state that transmits Fig. 26 – I then sit inside, hiding, confined to the house.

P.: But next to it is a man drawn, like a devil with horns and hooves. That is, you also provoke, obviously, such “gestures” as in Fig. 25?



*Fig. 25. Picture of another group member*



*Fig. 26. The author and title are unknown. Respondent's name - "Suffering of thoughts"*

V.: Not to provoke.... I try to look strong with this behavior, but against this background I am a little devil.

P.: Yes, you wanted to look strong, and that's why you cought a stray fist. And so after the situation of Fig. 25 already have reflections. And fig. 26 shows that an adult thinks, "Why is that?" And already a curled up, small baby, as if hinting again at the tendency to return to the womb (inside the head).

V.: At first I wanted to put this picture to guilt, because there are thoughts that are influenced by guilt.

P.: During the analysis, I drew other drawings, previous, related and classified by me as "guilt" – it turned out that everything is interconnected!

V.: Next to the child sits a teddy bear, a children's toy.

P.: This is a hint that you fall into the state of a small child, into childhood!

V.: Maybe it happens after mistakes in behavior. I chose this picture as an illustration of reflection. It can be called "Suffering caused by thoughts"! A smile on my face is a mask I wear to hide the inner drama.



*Fig. 27. J. Warren. Girl-volcano*

P.: The following figure (Fig. 27) illustrates self-birth, as if "from the ground". The earth is the archetype of the mother, and here is the crater. You want to be born yourself, I just showed you where you can keep yourself in this state of infertility. I wish you success!

V.: Thank you! Previously, all that I knew was unknown to me. Now I will be able to reflect with an understanding of the essence of my own states. I will understand what tendencies I am in captivity, where I am moving: either to the skeleton (Fig. 16), or back, I turn my activity into the mother's womb, and in fact, into self-deprivation (Fig. 26). In part, I fear that I will find a way out of this situation and what I aspire to. Now I will be more confident in the course of meeting life, because I see that it is not the circumstances that bring problems, but I actualize them in myself, using the circumstances. After the lesson I will be able to recognize my destructive tendencies and try to anticipate them! I'm sure I'll be calmer. This session allowed my mind to free itself from the captivity of emotions, and I am already losing the feeling of a "coward bunny". Thank you again! It is unforgettable, and I am sure that my mind will start working for me, and this, as I understood, for me is a way of self-formation, maturing

in the direction of self-realization. I feel that there is peace in my soul, and I am infinitely grateful for this opportunity to travel to the “space” of my own psyche. You, Tamara Semenivna, also provided invaluable help in this “journey”. Thanks.

**Conclusions and prospects for further research.** The article “Basic provisions of enhanced cognition of psychology” deals with the specifics of the study of the mental in its entirety, taking into account the spheres of conscious and unconscious. Under such conditions, the leading feature is the unconscious, which cannot be cognized in a straightforward, direct way, which explains the need to ensure the indirectness and context of the means of cognition in the groups of ASPC. It is important for the psychologist to provide materialized and, at the same time, indifferent means of cognition, among which drawings are most often used (thematic-authorial or reproductions of paintings).

We see the prospects of the study in the focus of scientific research on the study of the motivational potential of archaisms inherited by mankind, as a preserved remnant of the psyche of the ancients.

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**DEVELOPMENT OF SOCIALITY OF PRESCHOOL AND SCHOOL  
AGE CHILDREN IN THE EDUCATIONAL ENVIRONMENT:  
COMBINATION OF INCLUSIVE AND ANIMATION APPROACHES**

The general trend of European integration on the background of social and economic stabilization and active search for ways to solve social problems in Ukraine, determines the need to search for new integrated approaches to solve the issues of inclusion of persons with disabilities to social life, creating conditions for their institutionalization, starting with early preschool and school age to ensure maximum development and self-realization in all spheres of society. It should be done at the government, society, scientific and pedagogical community level.

Creating favorable conditions in society for the disclosure of socially valuable potential of each individual should be based on the understanding that the great information saturation of the modern world determines the growing importance of social communication for individual development, actualizes its ability to interpersonal and suprapersonal contacts as a condition of full entry into society, determined by the level of sociality - a person's ability to interact with the social world. The development of the social development problem is essential in solving social and pedagogical problems of people with disabilities, because with the acquisition of sociality a person gets the opportunity to go beyond passive behavior in society, acquires the ability to social self-development and self-education.

The urgency of finding new approaches to the social status development of persons with disabilities is determined by the need to implement the leading provisions of a number of international and national documents on social protection of persons with disabilities in Ukraine. Thus, the equal rights of this category of people to education, social assistance and rehabilitation are set out in the “World Declaration on Education for All” (1990) and the “Standard Rules for Ensuring Equal Opportunities for Persons with Disabilities” (1993), the Convention on the Rights of Persons with Disabilities (2006) and the following Acts of Ukraine: On the *Fundamentals of Social Protection of the Disabled* of Ukraine (1991), the Act on the Rehabilitation of Persons with Disabilities (2011), the Act on Education (2017) and the Act on General Secondary Education, The Decree of the President of Ukraine “On approval of the National program of professional rehabilitation and employment of persons with special needs” (2001), decisions of the Cabinet of Ministers of Ukraine “On approval of the State standard of primary general education for children with special educational needs” (2013), “On amendments to the Regulations for preschool educational institutions” (2015), “Some issues related to the establishment of resource centres to support inclusive education and inclusive resource centres” (2018) and others.

The category “sociality” is now actively developed in the context of understanding it as a manifestation of human social nature at the individual level, which implies subjectivity (S. Savchenko, V. Teslenko etc.). Interpolation of theoretical concepts of sociality of other sciences on the basis of social pedagogy allowed the scientists (A. Ryzhanova, O. Rasskazova, S. Kharchenko, O. Khendryk etc.) to consider this concept as an integrated result of the social education process, human ability to interact with the social world, based on the ideas of self-preservation of society, humanity as a whole, unity and harmonious interaction of people of different nationalities, socio-age groups, class affiliation, health status, development level and opportunities.

The development of scientific basis and search for ways to implement the provisions outlined in state documents on the inclusion of people with disabilities in all social spheres was devoted to the work of scientists who considered the problem in various aspects: identifying features of socio-psychological development and socialization of people with physical and mental disorders (V. Bleicher, V. Bondar, H. Kostyuk, V. Lubovskiy, V. Synov, O. Khokhlina etc.); studying the accessibility of higher education for people with disabilities (P. Romanov, H. Fesenko, O. Yarska-Smirnova etc.); formation of inclusive competence of specialists (K. Bovkush, K. Volkova, T. Piatakova, M. Chaikovskiy etc.); research of technological aspects of professional

education, development of educational programs for people with functional limitations and features of extracurricular work with them (S. Andriichuk, M. Biriukova, Yu. Bohinska, O. Horoshko, N. Dolmatova, Z. Matvienko, K. Oschepkova, V. Podshyvalkina, O. Skidin, D. Shevchenko, A. Yakymchuk etc.); coverage of issues of social support, vocational guidance and employment assistance for people with disabilities (K. Bondarchuk, S. Kavokin, R. Kravchenko, H. Muliarchuk, H. Onkovych, O. Polishchuk, V. Teslenko, L. Khrapylina) etc. .

Active development of terminological and scientific-methodical base of inclusive education in Ukraine (A. Kolupaieva, S. Kornitsova, N. Kravets, I. Lapytska, S. Lytovchenko, T. Lutsenko, B. Moroz, Yu. Naida, N. Nazarova, H. Pershko, T. Sak, N. Sofii, A. Shevtsov, V. Shorokhova, I. Yarmoschuk, etc.) led to the formation of an inclusive approach to the study of problems of persons with health disorders, associated with the recognition of the need for their full inclusion in social functioning on a parity basis.

Timely substantiation of the possibilities of other approaches that can be used as a basis for integrative research to find ways to meet the social and cultural needs of people with disabilities in different levels of education, its various areas and centers. Thus, existing research certainly does not cover the full range of issues related to the development of sociality of preschool and school age children in inclusive education, and should be supplemented by a thorough study of the socio-cultural context of the social and educational environment that determines the child's lifestyle, experience, system of relations, interactions, social roles, internal position, leading personality traits of children of different ages with different ICD violations in the development of inclusive trends in education. In this aspect, it is important to mention the opinion of N. Maksymovska that the leading methodological basis for the leisure educational activities organization is the concept of animation, which is under development [6, p. 186]. The ideas of animation as a basis for substantiating the animation approach were analyzed by A. Volovyk, L. Volyk, I. Zvierieva, Yu. Krasyl'nikov, T. Lesina, Ye. Mambekov, Yu. Streltsov, L. Tarasov, I. Shulga, M. Yaroshenko and other scientists who considered animation as the spiritual, health-preserving, creative index of the human social life quality.

The animation approach combines the ideas of strengthening the socio-educational direction of the socio-cultural sphere, which enhances the natural opportunities for the individual sociality development. In the conditions of substantiation of the inclusive education basics, the animation approach, which naturally "grew" from the sphere of leisure, becomes the leading one

in realization of social education of children with disabilities. However, the peculiarities of educational activities, social education, social assistance and rehabilitation of children with disabilities in the context of inclusive education using the animation approach are still not covered.

Analyzing the heritage of scientists, we emphasize the need to integrate various scientific approaches in order to enhance the development of the social identity of children with disabilities in the context of finding ways to create conditions for their maximum inclusion in active social life.

The purpose of this article is the theoretical and instrumental substantiation of the possibilities of social development of preschool and school-age children in the educational environment based on the combination of inclusive and animated approaches.

Beginning the research of the mentioned problem let us note that sociality is a complex socially deterministic characteristic of an individual, which provides qualitative interpersonal and supra-personal interaction of people regardless of their health level, possibilities of psychophysical development, social status, in the structure of which all components of social experience are combined, and which is realized and improved in the consciousness and behavior of an individual in society due to its inherent subjectivity.

The structure of sociality as a result of social education of the younger generation consists of the unity of social knowledge, skills and abilities formed on the basis and in the process of direct interaction of people in social groups, ensuring the success of social signs exchange in the process of interaction (cognitive component); of the value orientations that are formed during the social experience assimilation, manifested in the goals, ideals, beliefs, interests and are an important factor in the social regulation of human relationships and individual behavior (value component); of social qualities, and also social emotions, feelings, aspirations, desires, experiences of the person connected with knowledge and self-knowledge of the person (emotionally-personal component); of subjectivity as the desire and ability to a variety of subject-sensory activities, communicative practice, practical transformation of social phenomena and social behavior – in relation to a coordinated and consistent set of socially significant actions of the individual (activity-behavioral component) [9, p.131-132] .

The development of personality sociality is a process of directed, natural positive change, acquisition of socially significant and social qualities, assimilation of social emotional reactions; understanding of a person as a member of society, determining his positions in it; self-improvement based on social knowledge and skills, determined by the system of human values; development of different forms of self-expression in different types of social

behavior, habitual reactions in certain social situations; self-awareness as a subject of one's own activity.

Within the limits of the investigated problem it is necessary to underline that development of sociality of a particular social group – children with disabilities, according to scientists (A. Shevtsov), is characterized by certain specificity as they have a special personality, their social formation and functioning in a society are changed by psychophysical disorders. “Obviously, organic disorders, which the child acquires, lead to a distorted subjectification of the “attribute properties of a person of social content”, A. Shevtsov notes and concludes that it is necessary to further consider the phenomenon of disability “in the role aspect of personality as a component of the human body, which develops with deviations from normal ontogenesis” [11, p. 143].

In our opinion, the sociality of a person, who has certain disorders, does develop in a specific way and leads to specific results. Changes in the trajectory of development of a child's sociality can result in mental and behavioural disorders (autism, hyperactivity and attention deficit etc.), disorders of the central nervous system (epilepsy etc.), reduced functions of auditory and visual analysers (hearing impaired and deaf, visually impaired and blind people), restricted motor activity (cerebral palsy etc.) and others. However, in modern realities, the development of human sociality with psychophysical disorders is primarily related to the steady negative action of stigmatizing social stereotypes in relation to this category of people and is complicated by environmental restrictions. This is all the more offensive despite the fact that children with psychophysical disorders can achieve a high level of social development due to the positive impact of environmental incentives, specific factors and socialization mechanisms.

The success of the child's social development process is largely determined by the creation of external, material conditions to compensate for the limitations of social development: a barrier-free environment, timely prosthetics, adequate treatment and rehabilitation etc. In a number of cases, the creation of decent conditions and the implementation of rehabilitation measures necessary for the child ensure that the child achieves a socially acceptable development level. In any case, it is obvious that in order for a child to fully integrate into an educational environment, he or she needs not only social and medical rehabilitation, but also significant social and educational impact, which ensures social compensation for his or her limitations by creating favorable conditions in the immediate microenvironment and society as a whole. The formation of positive social experience of such a child is a prerequisite for his or her full integration into public life.

It should be noted that any restrictions in the development of a child's social status, due to his or her health condition, should not prevent him or her from being included in society in the manner possible for the child. After all, the development of individual sociality takes place in a certain social situation, which depends not only on certain characteristics with which a person was born, the possibilities and peculiarities of morphological and functional perfection for life: the development of his organism, the enrichment of connections with the surrounding world (the psycho-biological and socio-pedagogical aspects of human development), but also on the specific conditions emerging in society (the social aspect of human development) and may have significant compensatory costs.

Accordingly, the sociality development of the preschool and school-age children is considered as a gradual acquisition by the individual of the ability to social interaction as a result of social upbringing, which takes place in a social situation of development related, on the one hand, to the general psychophysiological and social immaturity of a particular age group and the influence of the psychophysical disorder existing in the child on the trajectory of the development of his or her sociality, on the other hand, to the specific conditions of the child's development, created in the institution of preschool or secondary education.

The development of a child's sociality is characterized by internal and external features that are formed in the social situation of development. Based on the above, we emphasize that for a disabled child, an important sign of the internal developmental situation is the presence of a health disorder. Among the internal features and those closely related to the psychophysiological development of preschoolers and schoolchildren, the structure of their personality (expanding the scope of social knowledge, skills and abilities; mastering a certain way of thinking and socially recognized ideas about the world; development of the mechanism of "self-management socialization"; the formation of a system of social values of the individual; the assimilation of effective and practical properties that ensure the subjectivity of the individual; the development of social emotions; the development of corporeality). Among the external ones are those that demonstrate the connection between personal growth and age (leading activity, social status) and socio-cultural circumstances (social conditions, generally accepted societal rules, previous social experience, suggested stereotypes, prejudices and beliefs, etc.). The latter are primarily subject to change due to the introduction of new social models, such as, for example, the social model of treatment of persons with disabilities, within which an inclusive approach has been introduced.

Accordingly during the conceptual change in the model of society's attitude towards people with disabilities, following international experience and based on the national pedagogical heritage, Ukraine should provide opportunities for the free choice of a child's family with special educational needs to develop his or her social and educational conditions in an inclusive, integrative or special form of education.

The formation of an inclusive approach to the development of disabled children sociality is associated with a radical change in socio-cultural conditions in society – social inclusion, and education is the most important area of its institutionalization. The term “inclusive” education is used in scientific circles to denote the process of teaching children with disabilities and, consequently, with special educational needs, in educational institutions. Inclusive education is defined in the Concept of Inclusive Education of Ukraine as a comprehensive process of ensuring equal access to quality education for children with special educational needs by organizing their education in educational institutions based on the use of personality-oriented teaching methods, taking into account individual characteristics of such children [4]. According to the resolution of the Cabinet of Ministers of Ukraine “On approval of the Procedure for inclusive education in secondary schools”, such education is aimed at realizing the right of children with special educational needs to education at the place of residence, promoting their socialization and integration into society. [7]. Based on this statement, as well as the opinion of V. Yesina that inclusive education is considered as one of the mechanisms and conditions of socialization of children with disabilities in society [2, p. 111, 122], we emphasize the socio-pedagogical essence of inclusive processes taking place today in society and education.

An inclusive approach is understood by the scholars as the creation of such conditions in which all children have equal access to education, equal opportunities to gain experience, knowledge and overcome prejudice against those who have special educational needs [2, p. 118]. According to A. Kolupaieva and O. Taranchenko, the spread of inclusion ideas radically and irreversibly changes the educational space, opening wide opportunities for people with special educational needs (both children with disabilities and other categories of minors), while at the same time “exposing” the vulnerabilities of the existing education systems (both mass and special one) [3, p. 8].

In determining the essence of an inclusive approach in education, it is important to pay attention to the elements that illustrate the characteristics of inclusion. According to such scientists as (Yu. Naida, N. Sofii), these

elements are as follows: first, inclusion is a process, and therefore should be seen as a constant search for more effective ways to meet the individual needs of all children, in which differences are perceived as a positive phenomenon, which stimulates the education of children and adults; secondly, inclusion involves identifying and overcoming obstacles, respectively, it includes conducting a comprehensive assessment, gathering information from various sources to develop an individual development plan and implement it in practice; thirdly, inclusion implies the presence, participation and achievement of all subjects of the educational process, first of all, children with disabilities [10, p. 32].

In addition, according to the above-mentioned scholars, inclusion provides special care for those groups of children who are at “risk” of social “exclusion” or restrictions in the education system. This determines the moral responsibility of society towards such “risk groups” and ensuring their participation in the educational process [10, p. 58]. Based on the opinion of domestic and foreign researchers (G. Banch, E. Ekzhanova, Y. Naida, A. Kolupaieva, N. Sofii etc.), it should be emphasized that inclusive education should be based on a general ideology based on the responsibility and good will of the whole society, which excludes any discrimination against children and ensures equal treatment of each individual, creating favorable conditions based on the individual educational needs of children through the differentiated inclusion of children in the environment of pre-school and secondary schools.

It should be noted that the opportunity for children with disabilities to get education at preschool or secondary educational institutions at their place of residence is an invaluable factor in socialization, despite the fact that educational institutions are important institutions specially created by society to transmit to the next generations positive social experience, social values, necessary in life knowledge, skills and abilities, which play a special role in the formation of human sociality.

Taking the above into account, it should be noted that the conditions of the educational institution, especially the socio-cultural ones, are a peculiar external situation for the development of the social status of preschool and school-age children, including those whose stay in educational institutions has been difficult or even impossible due to social stereotypes and spatial and psychological barriers. We emphasize that such conditions are now formed under the determining influence of inclusive trends in education, which in our country are not yet established, but rather innovative [1, p. 215].

Opportunities for the introduction of inclusive education in the educational institutions activities in Ukraine have emerged only in recent times – with the



development of democratization, the development of a humane legal society in which the well-being of an individual depends on the well-being of everybody. Therefore, as the structure, organization, content of social education and socio-pedagogical activities in the system of educational institutions depend on the relevant leading social values of society, with the change of social value system associated with the formation of social and development of innovative non-social models of disability, educational priorities have changed. Based on the basic idea of social education, which is the basis of an innovative non-social model of disability – the socio-cultural level of society is interdependent on the level of social development of each individual, regardless of health and development opportunities, we emphasize that the full functioning of society depends on each generation opportunities to achieve maximum self-realization, to make a positive social contribution [1, p. 219].

Trends in the development and renewal of the education system on the inclusive approach basis are associated with the need to radically change the attitude of society towards children with disabilities. Reorganization and modernization of the national education system is based on the principles of democratization, humanization and modernization, recognition of the right of every child to education, adequate to its cognitive capabilities or the maximum possible. This encourages the search for optimal ways to reform it on a socio-pedagogical basis – aiming at maximum socialization of children with disabilities, their socio-pedagogical integration into society through the search for and implementation of new theoretical and methodological approaches to social development in inclusive education.

We emphasize that inclusive education, which provides a comprehensive system of personality-oriented and individualized learning style, overcoming behavioral problems, development, socialization of children, requires of teachers not only pedagogical knowledge and understanding of the impact of a child with special educational needs on the trajectory of his/her social development, but also understanding of bases of the organization of positive social interaction in children's group, features of social and household adaptation of children with disabilities, estimation and development of communicative and cognitive possibilities of each child. The process of inclusive education takes into account the prospects for future development of the child, the relevance of learning a form of social behavior, individual preferences and needs of children with disabilities. It's important to stress that it is the development of sociality of a child with special educational needs in the process of social education that prevents the consolidation during socialization, including the institutional one, passive, consumer life position, ensuring the formation

of active subjective behavior, ability to participate fully in society, self-realization in all the spheres. On the other hand, the approach of a person with disabilities to society through the development of its sociality implies the need for active movement of society to the individual – “opening the society embrace”, mitigating environmental conditions, removing social and educational barriers to free movement in society which requires the selection of a subject capable of managing the influences of the social environment on the child’s development.

It should be noted that the possibilities of inclusion of people with disabilities in society increase significantly with the involvement of such an integrative factor as social animation, which acts as a catalyst for social creativity, social subjectivity, during the introduction of which naturally develops human sociality, motivation in action, conditions to liberate the essential needs of the individual, which improves society [6, p.192]. On this basis, we can say that the change in socio-cultural conditions of society, associated with the implementation of an inclusive approach to solving the problems of education of disabled children, should involve another – animation approach, which involves enhancing the social and educational potential of the environment and strengthening cultural motivation of individual through the actualization of the mechanisms inherent in the leisure sphere of human involvement in social interaction (real interest, the desire for internalization, etc.).

Referring to the opinion of N. Maksymovska, it should also be emphasized that the essence of animation is to motivate the social subjectivity of human, which characterizes the quality of social interaction, the success of creating conditions in society for the development of each individual sociality. Thus, animation activities can actualize the development of the social subjectivity of the individual, for example, to increase the adaptive potential of a disabled child; also, the high level of social interaction during animation activity gives new qualitative characteristics to the rehabilitation process. On this basis, the researcher emphasizes that with the spread of animation approach to education, animation, which has its origins in leisure, claims a methodological approach to regulating the social education process through scientifically sound socio-pedagogical activities with different categories of people, which is a mechanism for harmonizing social development, i.e. the formation of sociality of social actors in the information society [5, p.96-97].

The combination of the possibilities of inclusive and animation approaches provides a deeper understanding of the inclusive educational environment as an external situation of development of children with special educational needs is an important scientific and practical task of the present, which will

be solved taking into account the views of the scientists (M. Borytko, Yu. Manuilov, V. Rubtsov, V. Slobodchikov etc.) on the essence of the concept “educational environment”, which has been studied today in pedagogical theory. The educational environment is understood in science quite broadly, including a network of preschool and secondary education institutions, and the external environment in relation to them; is defined as a set of objective external conditions, factors, socio-cultural objects necessary for the successful functioning of educational processes; as a social system of influences and conditions of personality formation, as well as opportunities for its development, which are contained in the socio-cultural and spatial-subjective environment.

Defining the specifics of the educational environment, taking into account the needs of children with health and development disorders, we note that such a broad view of its essence is quite productive, as opening children with special educational needs a free path to institutional education is associated with creating an accessible socio-cultural environment in the public space as a whole. This environment provides unimpeded access to public authorities, housing, social infrastructure, medical, educational, leisure, rehabilitation and other facilities for all categories of persons with disabilities – the presence of ramps, elevators, wide doorways, low-floor transport, sound specially equipped common areas, schematic markings and inscriptions in Braille, etc.

At the same time, conditions should be created in the environment of the educational institution and outside it to achieve interpersonal interaction of high quality, which contributes to the maximum development of abilities of disabled children, stimulating compensatory opportunities of the body, involving them in all possible forms of children’s activity, gaining full social experience as a basis for choosing successful life strategies. In view of the above, we emphasize that social education is one of the most important factors of child’s social development in an educational institution and can be considered as a system-forming factor that combines both inclusive and animated approaches, ensuring the ordering influence of all other socialization factors for the successful integration of children into an inclusive educational environment, the establishment of social ties, the development of their sociality.

Obviously, the animation approach is necessary in creating a child-friendly educational environment, as it combines the ideas of strengthening the socio-educational direction of education in the democratization of social life, creates opportunities for social development by non-coercive means, effective regulation of socio-educational influences through activation of positive conditions for social improvement in the process of socio-pedagogical activities [6, p.193]. After all, the declared barrier-free approach is only

one of the features of an inclusive educational environment, which is much broader in nature. The term “barrier-free educational environment”, which is often used in sources that cover the problems of inclusive education, is not completely synonymous with the term “inclusive educational environment”. Characterizing the latter should be based not only on inclusive (declaring accessibility), but also on animation approaches, taking into account that educational institutions are important components of the socialization process (both managed and unmanaged component), ensuring the accession of human to the culture of society; create conditions for individual development, spiritual and value orientation. In general, the animated approach to the development of sociality of children with disabilities allows, based on the inner self-consciousness of people through co-existence, interaction with others, to harmonize the external manifestations of human individuality. The animated approach allows the natural development of the social subjectivity of the child, which is a prerequisite for social creativity, in accordance with the needs of the individual, group, society; allows to carry out transformational activity due to own improving activity of social subjects; harmonizes the process of acquiring sociality through the coordination of the aspirations of the individual and the group and the conditions of the social environment; identifies and activates social and educational resources of the environment in which it is introduced; enables direct participation of social subjects in the improvement of social life; enhances the positive social impact and eliminates the negative one [6, p.193].

It should be noted that it is in educational institutions that create conditions to ensure the processes of translation and realization of the state ideal of the individual, reproduction of the rules of dominant social groups existence, restoration and development of human culture and society (controlled component of socialization). orientation of society as a whole and its individual groups on the internal development of the individual, creating conditions for self-realization of each individual, the child’s entry into the educational space is made in such a way that related social processes, the main of which is social education, do not inhibit, but vice versa, provide conditions for individualization – the formation and development of unique personality traits, groups, and the individual sociality arises on the edge of social and individual development.

In addition, it should be kept in mind that educational institutions are a socio-pedagogical system open to external social influences (the closer the relationship between the internal space of the educational institution and the external socio-cultural environment, the better the child’s preparation for life), and therefore factors, which affect the child during his stay

in educational institutions are not always managed by the subjects of the educational process (uncontrolled component of socialization). Therefore, as in any human community, in educational institutions there is a natural impact on children of various, including negative factors that arise spontaneously during interpersonal interaction and sometimes very significantly affect the socialization of preschool and school children.

Thus it should be noted that the creation of an inclusive educational environment of educational institutions should take into account both managed and unmanaged, favorable and depriving factors of children's socialization, which transforms the process of organizing social and educational impact on preschoolers and schoolchildren, combinations of factors different in nature and the influence on the educational environment of preschool or secondary education, as well as the whole broad socio-cultural environment, which significantly affects the activities of these educational institutions.

Based on all the above, an inclusive educational environment is defined by us as a set of external and internal conditions, factors, infrastructure, processes, the determining among which is social education, ensuring the sociality acquisition of children with special needs through the maximum possible inclusion in the educational process, involvement on a parity basis in the normal life of children and free stay in the communicative space. We emphasize that the creation of such an environment is a necessary condition for involving children with special educational needs in the educational process, maximizing their abilities, stimulating the body's compensatory capabilities, gaining full social experience as a basis for choosing successful life strategies.

It is important for our study to determine the inclusive environment structure, which can be characterized as the unity of two structural components of the inclusive environment of the educational institution: internal and external. The two structural components of the environment are united by a common goal, which is to provide education for all children, regardless of their health and development opportunities, to create the prospects of a full social life through the involvement of active participation in the life of the community, where the interaction of its members is provided, as well as caring for each other as equal partners in the community. However, each of the components differs in its own specifics.

The specificity of the internal component of an inclusive environment is its focus on the organization of an educational process that meets the diverse educational needs of all children; the development of a system of special education and professional services for children with special educational needs and the creation of a positive climate in the children's community.

The internal component of the environment should be characterized by the fact that an educational institution is an educational centre that can provide qualified and timely pedagogical assistance to a disabled child in his or her social development. In order to improve the internal space of an educational institution, it is necessary to carry out regular comprehensive diagnostics – “Accessibility Audit”, by studying the opinions of experts, children, parents or guardians on the quality and possibilities of improving the educational institution environment. In addition to an assessment of the spatial conditions in an educational institution, the quality of the social environment should be studied by taking into account the following criteria: the humaneness of educational relations; the degree of children’s involvement in the life of the group and society as a whole; the level of business and interpersonal relations between children, teachers and parents; and the existence of external social relations in the children’s and parents’ community.

The leading way to create an inclusive environment in the educational institution is the implementation of social education of children in the following areas: organization of joint activities to form humanity, empathy and other qualities and characteristics of a person with high spirituality, enrichment of children’s social experience, active development life position, as well as socio-pedagogical prevention of deviations of the child’s behavior from acceptable norms in society, etc.

We emphasize that the development of a child with special educational needs in an inclusive educational environment can usually be carried out individually (educators, teachers, correctional teachers, animators), but sociality is required only in the process of group interaction in favorable conditions for joint activities and communication. It is the ability to interact with the social world, exteriorization of one’s own creative achievements. In this regard, we note that an important mechanism of social education in the educational institution is the social interaction of children, aimed at organizing a positive environment, and the teacher is one of the main creators of such an environment. Based on the general principles of the animated approach, we note that the influence of the educational institution on the formation of the child’s personality is carried out only in the case and to the extent that the individual as a result of active attitude to the social environment is able to take it as a life value. Therefore, to create such an environment, the level of inclusion of children in social interaction is of great importance, which ensures their ability to actively accept the positive educational influences of the environment of the educational institution.

The problems of social integration are especially acute for children with disabilities. They affect the child’s mental health, the formation of his/

her values and behaviors. The appearance in the educational environment of children with disabilities, prone to decompensation of social behavior, primarily indicates not limited to the idea of inclusive education as such, but the dominance of passive social adaptation, maladaptation and, as a result, social disintegration of children with disabilities. We believe that solving and even preventing the problems of disintegration of children with special educational needs can contribute to strengthening the social and educational impact on them of the educational institution and the social education entities, creating a pedagogically oriented and appropriate system to assist the individual in optimal implementation of its abilities and capabilities, different areas of the microenvironment, using the potential of all the educational process entities.

In our opinion, the ways to create an inclusive educational environment in the educational institution are:

- improving assistance in the inclusion of children, especially children with disabilities, when entering an educational institution, in the transition to various levels of education, when graduating from an educational institution;
- strengthening control over the compliance of educational facilities with its purpose, which should be subject to the need to develop the sociality of all children;
- application of the differentiation principle in the educational process;
- development of social and educational relations in the educational process through the introduction of ideas of friendship and commitment, the principles of collective activity, saturation of life together with ideas that would unite children, teachers and parents;
- organization of measures to prevent and resolve conflicts that may arise in the children's team due to intolerant treatment of children with disabilities;
- development and implementation of a system of animation work to unite the team, the development of common interests of children, support for children's initiative as a condition for positive self-realization of the individual;
- expanding and deepening the social experience of all children through their participation in joint socially oriented charity.

When organizing such activities, it is necessary to take into account that the process of social upbringing of children in educational institutions takes place in such interrelated areas as: supporting the traditions of the institution (history, holidays, anthem, coat of arms, flag, dress codes, greetings, rules of

conduct, etc.); information system development (websites, blogs, distance education programs, library and information center, newspaper, television, radio, computer network); expansion of leisure infrastructure (clubs, sections, theaters, museums, art and music schools); introduction of economic education elements (own currency of the educational institution, support of children's entrepreneurship, fundraising activities, scholarships, grants). We believe that each of the areas in creating an inclusive educational environment should reflect the humanistic values and priorities of an inclusive society, carry the ideas of equality and tolerance. Therefore, an inclusive educational environment involves not only the involvement of children with disabilities in the educational process, but also their active participation in the life of the educational institution, in all activities inside and outside the institution.

We can also define such an aspect of the development of the internal component of an inclusive educational environment as ensuring equal rights for all children who participate in the educational process, regardless of their level of health and development opportunities. The definition of this aspect is based on the fact that from a legal point of view, a child, including a disabled child, is an independent subject of law, so he/she is covered by the full range of educational, civil, political, economic, social and cultural human rights. Protection and defense of children's rights as a direction of work on the development of sociality of children with disabilities in an inclusive educational environment is implemented on the basis of the UN Convention on the Rights of the Child in the following types: protective (protection of children from the inhumane attitude of teachers, work on the correction of children's behavior, promoting their assimilation of norms of behavior in the educational environment, socio-legal, psychological and pedagogical support for children with disabilities and their relatives); preventive and educational (detection and prevention of adverse social, psycho-biological, psychological and pedagogical factors that cause deviations in children in the microenvironment and in the educational institution; solving problems of further education and employment of disabled secondary school graduates; assistance in the organization of leisure activities for children with disabilities, their involvement in various institutions of the socio-cultural sphere; social and legal assistance in choosing the form of inclusion of a child with disabilities in an educational institution and his further social adaptation); educational (education of the pedagogical and parental community on the rights of children with disabilities; conducting educational activities with the involvement of various law enforcement social institutions to create conditions in the educational institution for the development of children's sociality, in particular children with disabilities).



To create an internal component of an inclusive educational environment, it is extremely important to take into account the social rehabilitation direction of socio-pedagogical activities. Taking into account the specifics of the development of children with special educational needs, increasing social risks for this category of children, this new direction of socio-pedagogical work in educational institutions requires further in-depth research and implementation. Revealing its essence, we turn to the Law on Rehabilitation of Persons with Disabilities, based on which the social rehabilitation of a child with special educational needs is defined as a set of measures aimed at restoring broken or lost social ties and relationships. The purpose of social rehabilitation is to restore the social status of the child, ensuring social adaptation in society, achieving a certain social independence [8]. Thus, social rehabilitation is an important positively controlled factor in the development of sociality of children with special educational needs in an inclusive environment of the educational institution. Turning again to the animated approach principles, we can say that a prerequisite for social rehabilitation is the cultural self-actualization of the individual, his active work on self-improvement in free time from the main activities.

In choosing the forms of organization of children's interaction in the context of inclusive education, we proceeded from the idea that regardless of the ability of each child to learn, animation activities should be based on improving the ability of children to social interaction, with the understanding that it is often in these forms of work that the development disorders of a child are compensated. In animated forms of activity, the child can act as a bright, individual person, capable of self-expression and self-realization, which can positively affect his self-esteem, awaken the desire to succeed in learning. The main condition for this is a friendly, impartial attitude towards all children by the educator, teacher, indifference, interest in joint activities, which contributes to the creation of trust collective relationships that lead to constructive joint activities.

Children's social development becomes possible through the saturation of life with interesting things of various orientations on the basis of the introduction into the educational process of elements of animation activities. Thus, in particular, in the context of inclusive education, various mass organizational forms are important, such as: exhibition of thematic drawings, charity events, concerts, excursions, hikes; competitions of social and creative projects for children. Involvement of preschool and school age children in such activities provides actualization of the subjective position, obtaining moral satisfaction from the social evaluation of the results of their own creativity.

Group organizational forms are also appropriate, which most effectively ensure the preparation of the educational institution environment for the joint stay of children with different health grounds, the development of favorable relations between all children, regardless of their state of health. These include: socio-pedagogical fairy tale therapy, work with life stories and socio-pedagogical situations, socio-pedagogical trainings, collective creative work, competitions, quizzes, discussions and debates, adaptation activities for the formation of collective relationships, making school-age books of social stories for preschool and junior school children and their group and individual mastery, educational classes “Lessons of Tolerance”, creating drawings and writing thought-provoking works on the topic of friendship and companionship, making posters, photo reports, video reports, preparing video presentations about children’s lives, leisure initiatives, etc.); thematic classes in the institution of preschool education, educational classes with the use of game elements, the method of solving socio-pedagogical situations, dramatizations, discussions; “Inclusive Cinema” – watching and discussing with children movies and cartoons about friendship and mutual assistance; inter-age socio-pedagogical trainings of self-knowledge for children; thematic meetings for families; adaptation classes; thematic physical training minutes, group games; classes on making emblems, signs, activities to spread the traditions of the children’s team.

Leading methods of social development of children with disabilities in the internal inclusive educational environment are: creating situations of communication and socio-pedagogical interaction, assessment, reflection, self-assessment, self-study, value orientation, free communication, mood generation, analogy, personality support, constructive conflict resolution, curative pedagogy methods, aesthetic therapy, socio-pedagogical correction of development, biographical method (study of the consequences of efforts, real changes in life positions, value system, research of educational results: plans and reports of heads of institutions, diaries, magazines, other documents; analysis of results – works, technical handicrafts, visual aids, movies, videos, reference catalogs, thematic files, sound recordings of conversations, reports, discussions, etc.). The main tools are socio-pedagogical portfolios of children, technical means for creating children’s sites, forums, networks, videos and presentations, etc.

In contrast to the internal, the external component of an inclusive educational environment is aimed at creating opportunities for the application of competencies acquired in the educational institution, experience of emotional and sensual attitude to the world and creative activity in active social activities.

Analyzing the external component of an inclusive educational environment, it should be borne in mind that socio-pedagogical work is an intermediary activity aimed at protecting the child's interests. With a more detailed analysis of mediation, there are several areas of its implementation: between the child and various structures and institutions; between children and teachers and educators; between the child and the parents/guardians; between the child and the professional community, which is involved in solving educational problems (coaches, club leaders, etc.); between the child and different groups of peers, children's and youth groups, etc.

Considering the specifics of the external component of an inclusive educational environment, we note that the effective implementation of socio-pedagogical mediation is possible if the following conditions are met: social educators understand the child's problems; adequate performance (presentation) and expression (representation) of the individual's problems; availability of knowledge about the existence of social resources of various institutions dealing with the problems of children and youth; knowledge about the instrumental possibilities of related professions, the representatives of which are involved in solving the child's problems; ability to provide understanding of different specialists and their effective cooperation; trust in the child's teacher and his environment.

In our opinion, external social and educational work aimed at creating an inclusive educational environment should be carried out in the following areas: socio-pedagogical work at the child's place of residence (organization of interaction in social education of all socialization factors, their focus on disclosing positive and neutralizing negative influences the environment of the neighborhood to enhance the educational potential of family and neighborhood communities; involvement in the social rehabilitation of children with disabilities professionals who can provide them with assistance at the place of residence); socio-pedagogical work with families of children, especially with families of children with disabilities (assistance to children and their parents in developing skills to solve and overcome crises; mediation between the educational institution and the family: assistance to parents /guardians and teachers in clarifying the interests and needs of children in education and finding ways to meet them in the institution, participation in the development of individual educational programs for children in need, involving parents in active participation in the life of the institution, collecting and summarizing information about the situation in families of children in need of socio-pedagogical support; prevention or reduction of the negative impact of environmental risk factors on children, including in the family, etc.).

Promoting the integration of children with disabilities into society should be implemented through strengthening the links between children with disabilities and socio-cultural and educational environments by creating and maintaining appropriate infrastructural and socio-psychological conditions based on an animated approach, which, at the same time, meet the requirements of an inclusive approach to the accessibility of the educational environment, as well as through the support of age-related interaction of children. It should be noted that such work involves a significant number of entities (administrations of educational institutions, educators, teachers, class teachers, leaders of clubs and sections, parents/guardians, volunteers, etc.), who act as intermediaries between the child and society, especially if it is a child with psychophysical disorders. With a more detailed analysis of such mediation in an inclusive educational environment, it can be noted that improving the quality of social interaction in the external environment of the educational institution is possible by promoting social interaction in two ways: establishing interaction between the child and his family, teachers and professionals, who are involved in solving the child's educational problems (rehabilitation specialists, correctional teachers, club leaders, etc.); mediation between the child and the micro-society (community of the micro-environment, family-neighborhood communities, etc.).

The socialization potential of animation forms should be enhanced in inclusive education due to the predominance of the emotional aspect over the informative one (effective educational influence requires addressing the child's mind through emotions, which opens the way for the development of sociality of every child, even a child with mental disorders). In the animation work the practical side of knowledge is of great importance, i.e. the content of leisure work is aimed at improving the various skills that are available to every child, regardless of health and developmental abilities. Among the following organizational forms: social and educational classes aimed at enriching children's social knowledge and skills; thematic meetings to reinforce the positive social behavior of children, the formation of group norms and social values, qualities; quizzes to update children's social knowledge and skills, the development of subjectivity in their application in their own lives; projective classes on the formation of skills of joint planning of activities, the development of prognostic thinking, anticipation; training activities to develop decision-making skills based on the interests of all. Measures to enrich children's social interaction are also appropriate: inviting guests and holding group events in the form of joint classes with parents to develop children's self-esteem skills, reflective skills; volunteer activities, in particular: game classes on the development of tolerance and mutual understanding, etc.

The specialist should enter into individual social and educational contact with children, using individual organizational forms, such as advice for the child and his family, individual tutoring, individual social and educational exercises, conversations, meetings, walks, and so on.

For the development of children's sociality in an external inclusive educational environment the following methods are appropriate: consciousness formation method, organizational activities method, stimulation method, game method, inclusion method, approval method, persuasion method; problem solving methods (developed by X. Perlman), ecological approach method, intermediary exchange of information method, etc. Individual cards of children's achievements in the family, photo reports about the child's life in an extracurricular environment, movies, videos etc are also used.

In general, the analysis of the theory and practice of social development of preschool and school age children in an inclusive educational environment suggests the need to combine cognitive and projective capabilities of inclusive and animated approaches to explain the patterns and improve the process of social education of different categories of children in educational institutions.

Today, an inclusive approach is being actively introduced into the education system as a social ideology, public policy, real processes, which together create the opportunity for all children to participate in all social programs, actions, initiatives in society. One of the main tasks of an inclusive approach in education is to respond to a wide range of educational needs of children in the educational environment and beyond, the inclusion of different categories of children in joint educational and socio-cultural activities. The combination of the positive potential of inclusive and animation approaches, its direction on the development of sociality of children with health disorders becomes a necessary condition for creating an inclusive educational environment of preschool and general secondary education institutions in Ukraine. This is due to the fact that the maximum compensation of psychophysical limitations, full self-realization and integration of people with health problems into society become possible only by promoting the formation and development of their sociality in the process of social education not only in the institution but also in the social and cultural environment. In such an environment the conditions can be created for the formation of an active subjective life position of the individual, associated with the counter-activity of society, where the main organizer of positive influence should be the teacher.

We emphasize that the optimal degree of social integration of people with disabilities is ensured by their inclusion in the context of broad social ties and is directly determined by the socio-cultural environment, which acts as

a condition and as a source of their development. Accordingly, the process of inclusive education of children with disabilities in the institution involves their inclusion in a barrier-free environment that arises at the intersection of educational, social and cultural environments – inclusive educational environment, which develops the ability to fully interact with society, master various social activities, choose successful life strategies in modern society.

A special place in the development of children's sociality is occupied by forms of animation activities, the use of which allows to improve the quality and increase the time of purposeful socio-pedagogical impact on the child.

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**EXCURSION AS A FORM OF INCLUSIVE TOURISM  
FOR PRIMARY SCHOOLCHILDREN WITH SPECIAL  
EDUCATIONAL NEEDS**

Today, the integration of children with special educational needs into the general education space of Ukraine is one of the areas of humanization of the entire education system, which meets the priorities of public policy outlined in the “National Strategy for Education in Ukraine until 2021”.

Problems of organization of education and upbringing, psychological support and socio-pedagogical patronage of children with special educational needs are considered from the standpoint of psychological, pedagogical, organizational and methodological requirements for the organization of work with such children. After all, the education of children with special needs involves their inclusion in general activities with other children, starting from preschool age.

Inclusive tourism is a unique phenomenon for the integration of primary schoolchildren with special educational needs. It contains both the cognitive process and provides an opportunity for successful socialization in the educational environment of secondary school.

Among domestic scientists, N. Bielousova, I. Borysova, O. Kravchenko, V. Lepskyi, S. Makarenko, Yu. Naumenko, M. Perfilieva and others develop the issue of inclusive tourism. However, the problem of opportunities for inclusive tourism, in particular its form such as excursions, for primary schoolchildren with special educational needs remains poorly studied.

Thus, the need for comprehensive consideration of inclusive tourism for primary schoolchildren with special educational needs and insufficient scientific elaboration of the problem led to the choice of the topic – “Excursion as a form of inclusive tourism for primary schoolchildren with special educational needs”.

The **purpose of the article** is to theoretically substantiate and practically test the effectiveness of the educational impact of excursions as a form of inclusive tourism for junior schoolchildren with special educational needs.

Modern ideas about children’s and youth tourism are reflected in the Law of Ukraine “On Tourism”, where the concept of “tourism” is interpreted as temporary trips (travel) from a permanent place of residence for health, educational, professional, sports and other purposes without paid activities in place where the person comes [2, p. 241].

A person with special educational needs is a person who needs additional permanent or temporary support in the educational process in order to ensure the right to education, promote personal development, improve health and quality of life, and increase participation in community life [7, p. 3].

Tourism for children with special educational needs is a relatively new and socially significant area of tourism.

This is directly due to the fact that the number of people with various disabilities is growing every year.

Thus, inclusive tourism for people with special educational needs is a modern type of tourism that allows including in tourism any person, regardless of his physical capabilities, taking into account the peculiarities of his physical and psychological condition and it is considered primarily as a powerful tool for active socialization and rehabilitation.

Inclusive tourism as a means of socialization has the following features: first, tourism provides physical activity, the limitations of which reduce life opportunities, cause sadness, stress, despair, insecurity. Through the organization of physical activity, tourism provides therapy and prevention of psychosomatic diseases and maintains physical health. Secondly, tourism creates a full-fledged communication environment, establishes independent and diverse social contacts, forming different social roles. Tourism destroys feelings of inferiority, integrating people with disabilities into society, helps to form a confident and effective position in life. Third, tourism aims to restore strength to perform production processes and household responsibilities, as well as human mental resources. Fourth, it is active, including a variety of entertainment that allow to distract from the monotony of life. Fifth, tourism helps to get to know the world around it with its various manifestations

and customs, to learn previously unknown natural phenomena, to meet new people. Sixth, the ecological aspect of tourism as a type of activity contributes to a positive psycho-emotional mood, and is a socializing factor: the appropriate climate, nature, proximity of water resources, the presence of natural and cultural monuments [4].

Tourism provides opportunities for the development of the child's personality. Knowledge of history, culture, life of other peoples carries a great humanitarian potential, enriches people and expands horizons. The humanitarian significance of tourism is not only in its cognition, but also in the intellectual and educational impact on the individual.

In the pedagogical aspect, the purpose of inclusive tourism is to exercise educational influence on the volitional, emotional, creative and intellectual spheres and it performs educational, social, cultural, leisure and health functions.

The purpose of inclusive tourism is specified in the tasks, the priorities of which are:

- intellectual development, expansion of the child's horizons;
- integration into society, a sense of self-worth, a sense of belonging to the team;
- formation of personal qualities (moral and volitional qualities, such as persistence in achieving the goal, honesty, determination, organization, responsibility, independence, diligence, sports passion, humanism, friendliness, respect, self-esteem and patriotism, etc.);
- formation and development of a tolerant attitude (mutual understanding, mutual assistance, etc.);
- preservation and strengthening of physical, mental and social health of the person, relaxation;
- creating favorable conditions for self-knowledge, self-determination;
- evaluation of their own results (self-analysis);
- development of creative abilities, creativity;
- development of aesthetic tastes;
- active interpersonal communication;
- development and formation of labor competencies.

One of the forms of inclusive tourism in school practice is excursions.

Excursions play an important role in educational work with younger students, including students with special needs. They are a form of aesthetic education and upbringing of schoolchildren.

Excursion-cognitive tourism has a strong pedagogical potential for the development of creative abilities of the child due to the fact that the “nature” of the tour as a form of educational activities allows to organically implement in practice the basic pedagogical principles – clarity, culture, environment, cooperation. Excursion-cognitive tourism can become one of the effective means promoting social adaptation and socialization of the child, education and harmonious development of his personality [3, p. 249].

Excursion is a visual process of learning about the world around us, its objects and phenomena, the process of getting acquainted with the peculiarities of nature, history, life, sights of the city, region or country. A well-conducted tour allows the tourist to “see” with his own imagination and thinking something more than what is in front of him at the time of object observation. This is because all objects – monuments of history and culture, museum exhibits – are interesting not only as they are, but are evidence of the existence of a certain culture, the embodiment of a certain historical epoch.

The excursion should meet the spiritual, aesthetic, informational needs of students. The guide (teacher) conveys to the group his vision of the object, personal understanding of the historical event associated with this object. He does not care what the tourist sees and how he perceives what he sees, because he instills certain aesthetic tastes, broadens the horizons, and brings tourists to the necessary generalizations and conclusions, achieving the desired effectiveness of the event. Excursions are not limited to the transfer of a certain amount of knowledge to tourists, but involve their merging with their existing knowledge, with their own life experience, the formation of certain beliefs. The advantage and strength of the method of excursion influence is that the information received by visitors during the tour in the process of assimilation is adjusted, becomes their intellectual property [6, p. 179].

Each tour performs its inherent functions. A wide range of shown objects, multifaceted topics, sound methods of tours, professional skills of the teacher-guide allow the tours to perform the following functions: cognitive, educational, informational, scientific, cultural leisure and interest formation, expanding cultural horizons and more.

According to the content the excursions are divided into the following types:

1. Nature excursions. Such tours are conducted in the same places in order to show children the seasonal changes that occur in nature.
2. Museum excursions, which are directly related to such a concept as “museum pedagogy”.
3. Tourist and regional natural history excursions provide acquaintance of students with history of the city, region, district, with their sights.

#### 4. Comprehensive excursions that cover several forms.

Each type of excursion has its advantages. Thus, communication with nature has a significant impact on the emotional development of the child: the ability to aesthetic perception of nature, awareness of the need to preserve ecological balance is an important index of the formation of ecological culture of the individual.

Museum excursions perform an important educational function. A well-conducted tour allows the tourist to “see” with his own imagination and thinking something more than what is in front of him at the time of object observation. This is because all objects – monuments of history and culture, museum exhibits – are interesting not only as they are, but are evidence of the existence of a certain culture, the embodiment of a certain historical epoch [6, p. 179].

Tourist and regional natural history activities create favorable conditions for ecological education, education of conscious attitude to the nature of our country, cultivation of attitude to the natural environment as an important source of human life, recognition of the need to preserve ecological balance as a necessary condition for its full life. The developmental function of tourism and local lore is that in the process of its implementation, teachers usually do not educate, but update, stimulate students’ desire for self-knowledge, self-development, self-determination, and self-realization, creates optimal conditions for this.

Tourist and regional natural history activities contribute to the social education of schoolchildren, as it stimulates their inclusion in the system of social relations, which results in certain changes in the consciousness and behavior of the individual. If we interpret social education as a process of forming human relations with the outside world, the tourist and local history activities contribute to the successful socialization of the individual and social adaptation [5].

In order for the tour to be effective, certain requirements must be met. Research shows that the higher the student’s interest, the more actively he perceives information. The use of unknown but interesting information in tours has a significant effect. Direct communication with tourists, direct contact, qualified presentation of material, as well as an atmosphere of mutual trust and friendliness is a prerequisite for the success of the tour. That is, the teacher conducting the tour must take into account the social, psychological and pedagogical aspects. This interaction determines the specifics of the methodology of excursion activities [1, p. 5].

In order to test the effectiveness of the educational impact of excursion work as a form of inclusive tourism, we conducted a pedagogical experiment.

Working at Uman secondary school of I-III categories №4, mainly in inclusive primary classes with children of different nosologies, namely: children with mental retardations, children with autism spectrum disorders, children with nervous disorders, visually impaired, children with cerebral palsy, in our work we used different types excursions.

The importance of inclusive tourism for children with disabilities is growing every year. While traveling and visiting various institutions, we sought to create conditions for the development of special children, regardless of their diagnosis.

A prerequisite for full socialization and social integration is the acquisition of social communication skills. Therefore, we taught children with normative development to interact during tourism in such a way as to help those who need it, without degrading the dignity of a special child. They need to be able to help the child in some way to overcome their problems that arise during tourism. If they form the attitude to each child as a unique person who has the right to respect, his own opinion, his own position, the positive result will be.

In order for a child with special educational needs to socialize in the student environment, the teacher must, first of all, get acquainted with the medical card to have an idea of the main developmental disorders of a special child, to study the state of attention, fatigue, pace. It is also important to establish partnerships with the family, involve parents in tourism, learn to adapt study tours to the specific needs of the child, create optimal conditions for communication and promote the friendly relations between children. Try to increase the level of motivation to visit various institutions, hikes, excursions, using the method of encouragement, creating a situation of success.

These forms of work will allow special children to get rid of feelings of isolation, alienation. To ensure the overall success of the case, it is necessary to treat all problems with respect and work thoughtfully and persistently for the benefit of the child.

We have developed a strategy using special methods and techniques. Necessary detours were identified, and a differentiated step-by-step explanation of the travel route was used. For example, children with autism spectrum disorders needed special structuring of the process because it made it easier for them to understand what was happening on the field trip. Structuring gave them the opportunity to predict the course of events and plan their behavior.

The role of inclusive tourism is to expand the living environment. Thus, organizing a tourist trip “Cossack Ways of Uman”, we tried to have

a healthy effect on the lives of special children of the natural environment and psychophysical activity in the fresh air; their life potential increased, so that they gained new life experience, mastered new knowledge and skills: weaved wreaths of grass and flowers, sculpted dumplings, sang Ukrainian songs, searched for “treasures” in the swamp swarming with life, performed certain exercises, helped to collect brush, fried sausages, learned to knit sea knots and performed many other tasks. Through the organization of physical activity, tourism provides therapy and maintains physical health. During the campaign there was a change in the social situation of development of a special child: a radical change in the situation, change and expansion of communication; changing the social role of the child (increasing the level of its socialization); increasing its scientific and cognitive activity; improving health by intensifying physical activity, aromatherapy from fragrant herbs and flowers.

Inclusive tourism is an important aspect in the socialization of children with disabilities. New models of development are needed in the approach to methods and ways of socialization of children. For this purpose, an excursion was made to the “Doll House” in Polianetske village. The children had the opportunity to be among the traditional Ukrainian way of life, used Ukrainian utensils, made dolls, painted gingerbread and played interesting Ukrainian games.

The Uman Local Lore Museum and the Art Gallery were also visited. Knowledge of history, culture, life of our people carries a great humanitarian potential, enriches a special child, expands horizons, and develops a sense of beauty.

An inclusive tourism and local history approach develops the ability of children with special educational needs to independent behavior and the ability to respond properly to the ever-changing conditions of its existence. One of the ways to solve these problems is to interact with natural material. We visited the “Workshop of grandfather Taras and Panas” (Uman), where children got acquainted with such a natural material as clay, saw how a jug is made, had the opportunity to sculpt products from clay, became real potters. They took their products home and received many positive emotions and gifts.

In the process of communication, children with special educational needs change their behavior, and the environment forms a more civilized and tolerant attitude towards healthy children and children with other developmental disabilities, as well as towards animals.

The next excursion was a trip to the zoo in Stavyshe. The children saw various representatives of the animal world, birds, their living conditions, heard sounds characteristic of certain animals.

At the station of Young Naturalists (Uman) they had the opportunity to pet and feed various animals: turtles, rabbits, hamsters, guinea pigs, parrots, get unforgettable impressions and experiences.

Expanding the social circle contributes to the formation of adequate stable forms of communication and produces a system of social guidelines and values. When we went to Taras Shevchenko's homeland in Moryntsi village, they confirmed everything they read, studied in class living historical facts, and touched upon the architecture and way of life of that time. Little Taras's life was like a picture. This tour provides an opportunity to learn the psychological and cultural activities: the aesthetics of nature, architecture, cultural monuments, which help to balance the emotional experiences of special children.

The Fire-fighting Detachment created a full-fledged environment for communication with firefighters, establishing independent and diverse social contacts, forming various social roles: children were allowed to get into a fire truck, put on firefighter's armor.

Excursion to the dendrological park "Sofiivka" was active, including a variety of entertainment that helped to distract from the monotony of life and study.

A trip to the greenhouse helped to get to know the world around it with its various manifestations and beauty, to learn previously unknown natural phenomena, to meet new people. Beautiful nature, the proximity of water spaces, the presence of natural monuments, cultural monuments contributed to the positive psycho-emotional mood of special children.

**Conclusions and prospects for further research.** Thus, we came to the conclusion that inclusive tourism provides endless opportunities for the development of the personality of both students with special educational needs and normative students. Therefore, hiking, excursions and various educational activities must be planned in the primary school.

Among the issues that need further development is the inclusion of inclusive classes of art therapy, animal therapy, including kinesitherapy and herbal therapy in the educational work.

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### **FEATURES OF CAREER GUIDANCE FOR YOUNG PEOPLE WITH DISABILITIES**

**M**odern social and economic conditions in Ukraine require the population to respond flexibly to the labor market changes. The rapid depreciation of some professions is offset by rising demand for the other. The blue-collar jobs tend to lose popularity, so there is a serious shortage of skilled labor in the labor market. On the contrary, the labor market oversaturated with the workers of legal, economic and other spheres.

Reforming the public and private education system and the associated increase in competition in the educational services market, on the one hand, improves the quality of education, and on the other hand, creates a serious imbalance between specialties popular in educational institutions and specialties needed in modern economic space of Ukraine. All this has an extremely negative effect on the professional self-determination of young people.

The works of M. Bekh, D. Zakatnov, N. Kovtunenکو, A. Kolykhanova, G. Levchenko, D. Thorzhevskyi, V. Plakhuta, M. Tymenko, L. Chebotariova, O. Yastremska and others are devoted to the professional self-determination of high school students, readiness to choose professions of a certain type. Researchers believe that a high school student's understanding of himself, the ability to compare knowledge about himself and future professional activities should determine the forms and methods of career guidance for high school students [1].

Particularly vulnerable to occupational guidance and further employment are young people with special needs, who are often unable to respond adequately to economic and labor market changes in the country due to their own disability and lack of real interest in it for most employers. A large number of people with disabilities cannot find a job because their specialties are not competitive and in demand in the modern labor market. It should be noted that

young people with special needs can be a sufficient potential of the state and society to reduce the shortage of many specialties.

Insufficient level of efficiency of career guidance activities in educational institutions is expressed, first of all, in low awareness of students with disabilities about the world of jobs, in unpreparedness for independent search and obtaining the necessary professional information. According to I. Chorna, students are not familiar with job profile diagram, the system of classification of types of professions, with the conditions of correct choice of future profession, do not realize its importance, which is manifested in the frivolous attitude and superficial motives of choice. School graduates and especially young people with disabilities have difficulty in determining their own dominant abilities, interests; they are not ready to make informed professional choices [8].

The tendency to increase the number of people with disabilities in society highlights the need to address the problem of their adaptation to living conditions, in particular through habilitation and vocational rehabilitation.

Habilitation is a set of actions aimed at forming new and mobilizing existing resources and opportunities for social, mental and physical development of the disabled person.

Occupational rehabilitation is a system of measures aimed at restoring the ability of persons with disabilities to work at a certain professional and qualification level in healthy working conditions to achieve financial independence and self-sufficiency, restore social status, as well as to become active in family life and in society [4].

Promoting adaptation, employment and acquisition of social competence is one of the important components of the state policy of employment and rehabilitation of persons with special needs.

The success of vocational training of people with special needs can be achieved through the implementation of certain conditions, including the precise definition of the needs of persons with disabilities in medical, social and vocational rehabilitation; development of special methods of psychological, medical and professional rehabilitation; individual approach; differentiation of professional training levels.

Nowadays we have to state that the choice of university applicants is influenced by external factors to a greater extent than their own abilities, and even more so than the labor market needs. This situation is often observed when a young person, especially one with special needs, does not know his subjective abilities very well and he has to rely on other indices, namely: the level of wages received by people in a certain profession, the image of educational institution and/or directly the prestige of the profession, not to mention the

influence of parents, teachers and friends. That is why in modern conditions the popularization of shortage professions, as well as career guidance work with potential entrants is becoming increasingly important.

Long-term practice of career guidance for people with disabilities shows that career guidance is one of the most effective means of promoting their employment, increasing competitiveness in the labor market.

In recent years, a large and diverse socio-psychological and pedagogical experience in promoting professional self-determination of young people has been accumulated. Activities in this direction are characterized by purposefulness, a large number of forms and methods of work, the desire to involve interested organizations and institutions, to reach different groups of young people and adolescents. In Ukraine, most social services for young people have developed and implemented special social programs, which promotes not only professional self-determination, but also employment of young people. In this direction, social workers actively cooperate with various institutions and organizations, primarily with employment centers. This is important to note because social workers do not repeat the activities of other professionals and institutions, but seek and implement specific forms and methods of working with young people and adolescents. There is a constant work on the professional identification of student youth, as well as preventive and corrective measures for young people who have lost or cannot find a job.

The purpose of professional information is to organize such an information space that allows students with disabilities to get the most information about various jobs available to them and the labor market in the region, the social need for specialists in a particular field. The information space will help to form an idea of the content of professions and specialties, their requirements for the individual, the ways and means of appropriate professional training.

Within the information activities on the problem of professional self-determination of students, including students with disabilities, the educational institution must perform a range of tasks: 1) familiarization of students with a certain range of information material that characterizes the most popular professions; 2) informing students about the conditions for mastering certain professions (about educational institutions, subjects, terms of study, qualification prospects, etc.); 3) the formation of students' positive attitude to various types of professional activities; 4) the formation of students' stable professional interests and properly motivated professional intentions, which are based on awareness of their own professionally significant psychological characteristics, abilities, as well as socio-economic conditions of choosing a profession [7].

Professional informing of high school students can be carried out by means of conversations, lectures, publications in various mass media, individual and group actions. In educational work, professional education can be carried out in lessons, classes on labor training or in extracurricular activities. Informative work within the educational process helps to form in students with disabilities an adequate attitude to the future profession and effective, realistic professional interests.

At the same time, in working with students with disabilities, in addition to professional information, diagnostic and professional counseling services are required. They are generally carried out according to the general scheme, but taking into account the following features: 1) the wishes of a disabled young person to choose a profession have a certain priority over the labor market requirements; 2) functional limitations of the person and their possible dynamics impose additional restrictions on professional choice options; 3) when choosing a profession it is necessary to take into account the real possibilities of obtaining it in accessible educational institutions; 4) when selecting a suitable job, a young person should be advised to take into account the working conditions essential for him; 5) more important than usual is the orientation of a disabled person to small business and self-employment [6, p. 65].

The need to combine guidance with psychological support should be considered when working with people with disabilities. Among young people with disabilities, the phenomenon of learned helplessness is not uncommon, when they rely on the help of others and do not even do what they are able to do on their own.

In the process of occupational guidance and psychological support, it is necessary to form adequate expectations from professional activity in high school students with disabilities. It is useful for them to arrange a meeting with people who have similar limitations and are engaged in active professional activities. It is important for disabled people to expand their capacity to integrate into ordinary life. Career guidance is part of such social adaptation.

For effective professional self-determination of students with disabilities, the school faces the problem of active involvement of parents in partnership and providing them with appropriate pedagogical assistance in this regard. This can be facilitated by the integrated use of various forms and methods of work of teachers and other participants of educational process, the school administration for pedagogical training of parents for professional self-determination of high school students [2].

According to the authors, the main forms and methods of working with parents are: teacher-parent meetings, conversations, counseling, workshops, pedagogical lectures, clubs for parents, trust line etc.

Parents will be able to perform such tasks as: to acquaint their children with various professions that correspond to their abilities, revealing their features on vivid examples from life and popular literature; to create favorable conditions in the family for the development of diverse interests of children in the field of mental, physical and socially useful work, involving young people in various types of work and creativity; to orient children to the choice of possible professions in demand in the modern labor market; take into account the personal inclinations, desires and interests of children, tactfully advising them to choose a business to their liking, to involve children in community service; to conduct consulting work with students [5].

Thus, the implementation of a set of psychological and pedagogical, socio-pedagogical and other activities, the use of different methods of work, acquainting students with disabilities with the most popular professions, taking into account their interests, aptitudes, abilities and capabilities, their compliance with the chosen specialty, will help to provide such students with effective assistance in professional self-determination, based on individual study of personality, and a young disabled person will be able to make the right professional choice, on which depends all his future life.

It is important to understand that the effectiveness of forms and methods of career guidance depends on their application. Effective are those forms and methods that create conditions for active perception, practical assimilation and emotional experience of various kinds of information.

In the educational and methodical literature there are, as a rule, the following factors that must be taken into account when organizing career guidance for people with special needs:

- position of parents;
- adequate understanding of their features, capabilities and abilities;
- possession of information on the types of professional activities and professions in which the adolescent has the opportunity to be realized;
- taking into account the physical capabilities in accordance with the requirements of a profession;
- teachers' support.

The following types of work are structurally distinguished in professional counseling of persons with special needs:

1. Analysis of the results of medical and psychological examination (due to the presence of a major defect in persons, against this background, the possibility of developing various disorders in mental health);

2. Psychological and pedagogical examination (because in the process of training, education and development such persons have specific difficulties);
3. Social and psychological counseling, which helps a person with special needs to be included in small groups and to be accepted into the wider social environment.

The main condition for counseling people with special needs is their desire to be counseled, that is to receive help in resolving issues (difficulties) due to psychological reasons, as well as the willingness to take responsibility for their professional future. The limits of responsibility of people with special needs range from high activity and independence, when the teenager is really the master of his own life and he seeks to find a way out of difficult situations, to high infantilism and dependence on other people. As infantilism is a common feature of people with special needs, in course of professional counseling it is necessary to take special actions to encourage adolescents to their own activity and responsibility, positive mood, strengthening faith in their own strength and abilities.

Involvement of teachers and parents of people with special needs is of great importance for increasing the effectiveness of career guidance counseling. In individual professional counseling of a person with special needs it is necessary to use various forms of work, such as group trainings with professional skills, role-playing games that allow to “try on” different professional roles, viewing and discussing videos.

An important task of comprehensive career guidance work is the formation of professional choice and motivation for activities adequate to the capabilities of a teenager with special needs, as they experience the following difficulties:

- limitations in cognition of the world around often cause insufficiently formed ideas about the types of professional activities;
- the orientation of adolescents to obtain prestigious professions causes difficulties in employment due to high competition in the labor market;
- the difficulties in drawing up a professional plan, due to the lack of a network of specialized educational institutions that allow to get the chosen profession.

It is important to adhere to the principle of matching the chosen profession with the interests, aptitudes, abilities and capabilities of the adolescent, as well as to compare it with the real state of health and the existing limitations. In addition, the adolescents must be aware of their prospects in future



professional activities.

Here are some problems that characterize the professional self-determination of people with special needs:

1. Lack of assistance in professional self-determination on the side of parents and inadequate family attitudes, which in turn can lead to difficulties in choosing a profession for a teenager with special needs. Parents' advice is often focused on more "prestigious" and less "promising" jobs. Their ideas about the "right" choice often do not correspond to real life and are more focused on comparison with past socio-economic periods of our country's development. Parents can distort the child's perception of abilities and capabilities, "disabling" him. With favorable family conditions before adolescence, a young person develops adequate self-perception, selects a field of professional activity that is really suitable.
2. Adolescents in their choices often focus on the stereotypes of society that are cultivated by the media. At the same time, their attention is usually focused not on specific professions, but on a certain way of life, where the profession is just a means to achieve the desired. The opinion of peers has a huge influence on the professional choice of a teenager. Therefore, career guidance activities should include group forms of work. This is especially true for integration and inclusive forms of education.

Methods used in the process of career guidance work:

1. Objective tests with choice of answer. These include intellectual tests, tests of special abilities, as well as achievement tests that determine the level of knowledge, skills and abilities.
2. Tests-questionnaires that diagnose personality traits and orientation, interests, attitudes, values.
3. Methods of subjective evaluation and self-evaluation, involving the evaluation of objects of the outside world, people, events of their own lives or themselves.
4. Interactive techniques. This group includes a psychological conversation (interview), through which you can gather information for further analysis; role play.
5. Projective techniques based on the interpretation of the opponent's answers, his reactions to situations that allow the ambiguity of possible judgments in perception. From the answers and reactions, the professional counselor has the opportunity to assess the deep motives of behavior, vital and professional events.
6. Observation, which has the purpose and subject of observation, the scheme of observation, which has the selection of signs and methods of their

fixation. Based on the analysis of the signs of observation, the behavior is interpreted and a decision is made about the work.

7. Instrumental psychophysiological techniques used mainly for professional diagnosis. This group of techniques also includes hardware behavioral techniques. Using these techniques, you can diagnose basic mental functions (rate of response, sense of balance, psychomotor response) and properties of the nervous system. A variety of hardware techniques are tests-simulators for diagnosing professional skills.

The considered groups of psychodiagnostic methods make it possible to collect the information necessary for the provision of career guidance. The use of specific methods aimed at solving the career guidance problem determines the psychodiagnostic field of activity of the career counselor, allows selecting and modifying specific techniques that are adequate to the level of development and health of adolescents.

Therefore, career guidance for people with special needs should be carried out comprehensively, involving various professionals and parents in this process.

Methodological tools for determining the typological characteristics of the individual, who chooses a profession, should be adapted to the capabilities of adolescents with special needs.

It is necessary to adjust the professional plans of a teenager with special needs to his abilities during the whole period of career guidance work. As part of the professional plans adjustment, it is advisable to carry out psychological and pedagogical work on the education of qualities necessary for mastering a profession.

It is known that the professional orientation of students in the classroom increases the cognitive and educational level of learning, strengthens the polytechnic orientation of learning, i.e. directly related to solving other tasks of the lesson. The content, forms and methods of organizing career guidance may not be the same at all ages of students. They usually change as students develop, depending on their age and health. Students' feelings also develop gradually, their consciousness, interests, inclinations, character, motives of behavior are formed. Knowing all this, you can provide an individual approach to them. An individual approach to education is not a passive adaptation to the characteristics of the student, an active search for effective ways of educational influence on each student, taking into account his mental development, personal experience and health.

Today, innovative approaches are introduced into the educational process, aimed at forming students' thinking, the ability to understand concepts, facts, situations, as well as to assess them. It is no secret that the problem of human adaptation in modern society is quite relevant and therefore it is important to teach students to perceive and assimilate certain knowledge, skills, apply them in activities.

Also an effective technology to enhance learning is the design of problematic learning situations. The essence of this technology is the problem statement, which fixes a certain discrepancy between the desired and the actual, i.e. the presence of a contradiction that is proposed to be resolved during a seminar or practical session. Resolving contradictions allows you to reach a higher level of knowledge, which is a sign of a creative approach to understanding modern reality.

All forms of extracurricular work on career guidance can be divided into three groups: active (business and simulation games, competitions, tournaments, creative educational activities, days of professions, community work etc.); active-passive (conversations, debates, oral journals, creative works, clubs, conferences, seminars, job fairs etc.); passive (lectures, meetings with representatives of various professions, etc.).

Business games have their own characteristics that distinguish them from others. They usually reflect a certain social model. Players actively interact during the game according to the roles played. The game team has a common goal, and the participants together solve the tasks. In course of the game the chain of decisions is realized, there are many alternative variants of decisions. In the process of joint activities there is a controlled emotional tension, a system of individual and group evaluation of the participants. There is no doubt that excursions are an important and effective means of improving the educational process quality. Unfortunately, the question of how to use excursions in the education of students and in career guidance has not been sufficiently studied. Excursion to the production enterprise is of great importance for the formation of students' value orientations in the system of labor activity of people, acquaintance with professions [3].

Thus, career guidance involves the consistent study and research of the functional capabilities of young people. The task of career guidance in this case is to determine the most suitable and possible types of work for people with disabilities, to give them the opportunity to choose a job according to their skills, abilities and physical condition. It is also necessary to take into account the personal wishes of each and proceed from an objective and impartial assessment of professional abilities.

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**PSYCHOLOGICAL SERVICE OF THE EDUCATIONAL  
INSTITUTION (FROM PRESCHOOL TO HIGHER EDUCATION)  
AND ITS ROLE IN THE SOCIAL AND PSYCHOLOGICAL  
SUPPORT OF INCLUSIVE EDUCATION**

Recently, the emotional and psychological state of children and youth is of great concern to society. Changes in society, people's worldview and manifestations of social maladaptation, excessive fascination with computer, video and television products, age, social insecurity, stressors, low motivation to learn, developmental disabilities provoke new challenges in the development of the child's personality.

Along with family upbringing, educational institutions are considered as one of the ways to influence the formation and development of the child's personality. The psychological component of the state system of protection of physical and mental health of young citizens of Ukraine and an essential lever in ensuring the processes of reforming the education sector is the psychological service of the education system.

From 1991 to the present, the psychological service has gone through a difficult and controversial path – from complete misunderstanding and helplessness to a clear organizational structure, legal and methodological support.

Today, the psychological service of the education system is one of the most powerful and experienced departmental services in the country, which operates to identify and create optimal social and psychological conditions for the development of each individual.

**Systematic work to create a psychological service in education began in 1991**, when the H.S. Kostiuk Institute of Psychology founded a new unit – the Psychological Service Center in the system of public education, since 1998 – Ukrainian Scientific and Methodological Center for Practical Psychology and Social Work of the National Academy of Pedagogical Sciences of Ukraine.

The head of this center is Doctor of Psychological Sciences, Professor Vitalii Hryhorovych Panok.

Today, the psychological service has passed the stage of formation, proving its necessity for social and pedagogical practice. Practical psychologists and social educators, carrying out their professional duties, solved urgent problems of modern education, such as updating the content and forms of educational process, psychological support of pedagogical innovations, work with gifted children, protection of mental health of educational process participants, prevention of illegal behavior, violence against children, raising the psychological culture of students, parents, teachers, heads of educational institutions, providing assistance to victims of hostilities etc.

Psychological service in the education system of Ukraine, in accordance with Article 76 of the Education Act, provides timely and systematic study of psychophysical development of students, motives for their behavior and activities, taking into account age, intellectual, physical, gender and other individual characteristics, helps to create conditions for performing educational and upbringing tasks of educational institutions, social and intellectual development of students, mental health care, providing psychological and socio-pedagogical support to all participants of the educational process in accordance with the goals and objectives of the education system. The activity of the psychological service in the education system of Ukraine is carried out by practical psychologists, social pedagogues, methodologists and directors (heads) of educational and methodical offices/centers/laboratories [10].

In the recommendation of the Ministry of Education and Science of Ukraine on the priority areas of the psychological service in the education system for 2019-2020 academic year № 1/9-462 of July 18, 2019 the main directions and content of activity of employees of psychological service are defined:

**diagnostics** – identifying the causes of difficulties in learning, intellectual development, social and psychological adaptation; study and determination of individual features of the dynamics of personality development, potential opportunities in the educational process, professional self-determination;

**prevention** – timely prevention of deviations in the development and formation of personality, interpersonal relationships, prevention of conflict situations in the educational process;

**correction** – elimination of the identified difficulties of social and mental development of students, reducing the risks of problems of adaptation to the educational environment, propensity to addictions and delinquency, various forms of deviant behavior;

**educational activity** – a form of active cooperation aimed at improvement, development, formation of personality;

**counseling** – a multifunctional type of individual and group work aimed at addressing the requests of participants in the educational process;

**public relations** – activities aimed at achieving mutual understanding, cooperation between individuals, teams, social groups, organizations, government agencies;

**enlightment** – the formation of psychological and social competence of participants in the educational process [10].

Everyone, regardless of health status, physical or intellectual disability, has the right to receive education which quality does not differ from the quality of education of healthy people.

According to the World Health Organization (WHO), only 20% of children born are considered conditionally healthy, others – either suffer from mental and physical disabilities or are in a state between health and disease.

Recognition of the rights of such a child, his interests, needs, assistance in the process of socialization and choice of professional activity is very important at the present stage of educational development. Therefore, inclusive education is important, as it involves the coexistence of children with mental and physical disabilities with their healthy peers [4].

With Ukraine's ratification of the UN Convention on the Rights of Persons with Disabilities, radical changes have begun in the organization of education for children with special educational needs, in particular, the introduction of inclusive education, which should be harmoniously combined with the existing system of special education. Problems of inclusive education are attracting more and more attention of researchers (I. Hylevych, D. Zaitsev, V. Zasenka, A. Kolupaieva, M. Malofieiev, O. Taranchenko, D. Shamsutdinova, L. Shypitsyna, etc.). Modern reform processes in education determine the urgency of the problem of the place and role of the psychological service employees in the cultural and educational space, assistance to children with special educational needs. With the introduction of inclusive education in Ukraine, the development of models of psychological and pedagogical support of children with special educational needs in the context of inclusive education is defined as a priority area of development of the psychological service of the education system [6].

**Inclusion** is the process of increasing the degree of participation of all citizens in social life. It is a policy and process that enables all children to participate in all the programs [5].

UNESCO defines **inclusive education** as “*the process of addressing and responding to the diverse needs of students by ensuring their participation in learning, cultural activities and community life, and reducing exclusion in education and the learning process*”.

In other words, it is a way of getting an education where pupils or students with special educational needs study in the general educational environment at their place of residence – and this is an alternative to the residential system where they are kept and educated separately from other children or home and individual education.

But the issue of inclusion should be considered not only in terms of creating an accessible educational environment for children with special educational needs. Inclusive education in a broad sense implies the creation of equal opportunities for all categories of children in Ukraine [5].

**Inclusive education** is a system of educational services based on the principle of ensuring the basic right of children to education and the right to receive it at the place of residence, which provides for the education of a child with special educational needs in a secondary school.

One of the main tasks of inclusion is to respond to a wide range of educational needs in the school environment and beyond its limits.

Inclusive education is based on an ideology that excludes any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special needs [4].

Education of children with special needs involves their inclusion in general activities with other children, starting from preschool age. Problems of organization of education and upbringing, psychological support and socio-pedagogical patronage of children with special educational needs are considered from the standpoint of psychological, pedagogical, organizational and methodological requirements for the organization of work with such children. Work with children with special educational needs should be aimed at organizing targeted support through the psychological and social assistance to all participants in the educational process. A special role in this process belongs to the employees of the psychological service and their cooperation with teachers, parents and society.

Psychological service provides timely and systematic study of psycho-physical development of the child, motives of his behavior and activities taking into account age, intellectual, physical, sexual and other individual characteristics, creating psychological conditions for self-development and self-education, promote educational and educational tasks by educational institutions [11, p.14].



The activity of specialists of the psychological service (practical psychologists and social pedagogues) on social and psychological support of the educational process is regulated by a number of legal documents. In particular, the main functions of the structural components of the psychological service are defined in the Regulation on the psychological service of the education system of Ukraine, approved by the Order of the Ministry of Education and Science "On Amendments to the Regulation on the psychological service of the education system of Ukraine" from July 02, 2009, № 616.

Ways to implement inclusive education are defined in the Concept of inclusive education, approved by the order of the Ministry of Education and Science of Ukraine № 912 of October 01, 2010, in terms of educational and methodological support of the educational process and provide for the implementation of correctional and developmental component of the curriculum in inclusive education.

The content and main tasks of participation of practical psychologists, social educators (as permanent members of the Support Team) in the implementation of inclusive education are defined in the Model Regulations on the team of psychological and pedagogical support of a child with special educational needs in general secondary and preschool educational institutions, approved by the Order of the Ministry of Education and Science of Ukraine as of June 08, 2018 № 609, namely:

- collection of information about the peculiarities of child's development, his interests, difficulties, educational needs at the stages of creation, implementation and monitoring of IDP;
- identification of areas of psychological, pedagogical, correctional and developmental services that can be provided within the educational institution on the basis of the IRC, and ensuring the provision of such services;
- development of IRP for each child with SEN and monitoring of its implementation in order to adjust and determine the dynamics of child development;
- providing methodological support to pedagogical staff of educational institutions on the organization of inclusive education;
- creating appropriate conditions for the integration of children with SEN in the educational environment;
- conducting consultative work with parents of children with SEN on the peculiarities of their development, education and upbringing;
- conducting informational and educational work in the educational institution among teachers, parents and children in order to prevent

discrimination and violation of children's rights, the formation of a friendly and impartial attitude towards children with SEN.

- In particular, this document defines the main functions of a practical psychologist as a member of the Support Team:
- study and monitoring of mental development of a child with SEN;
- psychological support of a child with SEN;
- provision of correctional and developmental services to a child with SEN according to the IDP;
- providing recommendations, consultations and methodological assistance to pedagogical staff of educational institutions in working with children with SEN;
- consultative work with the parents of a child with SEN;
- educational work on the formation of psychological readiness of participants in the educational process to interact in an inclusive environment [9].

In order to meet the educational needs of children with special educational needs, various forms of education are provided, in particular, education in special classes of secondary schools, which is regulated by the Regulations on special classes for children with special educational needs in secondary schools, approved by the Ministry of Education and Science of Ukraine of December 09, 2010 №1224, registered in the Ministry of Justice of Ukraine on December 29, 2010 under № 18707. The specified normative document defines the following tasks of psychological and pedagogical support: a) actualization of personal potential of child's development; b) formation of positive interpersonal relationships of students with mental and physical disabilities and their peers in the process of intra-school integration; c) advising parents or persons replacing them on the peculiarities of development, communication, education, vocational guidance, social adaptation of their child, etc. The procedure for organizing inclusive education in secondary schools, approved by the Cabinet of Ministers of Ukraine of August 15, 2011 № 872, stipulates that psychological and pedagogical support of children with special educational needs is provided by the psychological service workers (practical psychologists, social pedagogues) of such institutions and relevant pedagogical staff [8].

The above document provides for correctional work with children with special educational needs by special needs teachers and practical psychologists. The activities of employees of the psychological service and their role in the team interaction of all participants in the educational process to provide

assistance to children with special educational needs are also outlined.

Practical psychologists of educational institutions provide social and psychological support for the education and development of children with special educational needs.

Psychologists define the meaning of “psychological support” in different ways, but each of them is based on the fact that psychological support of a child with special needs is a dynamic process, integral activity of psychological service staff, aimed at meeting the child’s needs and development of its potential. After analyzing foreign research, I.V. Lutsenko determines that the model of psychological support is based on the following principles: compassion, independence, self-realization, personality development and adaptation to reality, the ability to control their lives in different circumstances (I. Hardy, K. Horney, K Jung, G. Marie etc.). Thus, G. Murray believed that the need for psychological support is the most important human need, which provides compassionate help to one’s relative, protection and care for him [3]. A. Adler stressed that support can compensate for inferiority and turn weakness into strength. Psychological help and support are aimed at: social adjustment, adoption of socially acceptable patterns of behavior as criteria of mental health; soul treatment, associated with the focus on achieving life goals, morality, integrity, ability to love; acquisition of psychological freedom by the individual in a society that depresses and levels the personality [1].

V. Petrovskyi defines psychological support as a program of meetings, communication of a psychologist with children, aimed at creating conditions for the manifestation and development of personal “aspirations”. Since one of the specific patterns of development of a child with psychophysical disorders is the lack of information about the environment, it negatively affects the development of communication activities. Therefore, an urgent problem of modern psychology is the development of programs aimed at developing communication of children with special educational needs, especially in teaching generally accepted norms of behavior and culture of communication, which will allow to acquire skills and abilities of successful socialization [7].

M. Bitianova defines support as a system of professional activity of a psychologist, the purpose of which is not to “look” into the inner world of the child, to find out how it is arranged, its relationship with the world, but to organize cooperation with him, aimed at self-knowledge search for ways of self-regulation by the inner world and the system of relations. The essence of school psychological activity is to accompany the child in the process of his schooling [2].

Based on the knowledge about the child, the staff of the institution should restructure, modify the school environment so that it is the most acceptable, favorable for the implementation of educational, developmental and upbringing tasks. It is necessary to help the child to solve the problems that arise when interacting with this environment. The organization of effective psychological support of the child from the first days of learning will accelerate the process of adaptation to school life and ensure the creation of socio-psychological conditions for successful learning and psychological development in situations of school interaction. The task of the psychologist is to help to establish the interaction of a child with developmental problems with all participants in the educational process. The role of the psychologist acquires a kind of mediation in the construction of subject-subject relations. Thus, psychological support is a comprehensive activity of a practical psychologist, aimed at creating a system of socio-psychological conditions that ensure the successful learning of each child in a particular school environment, within which three mandatory interrelated components can be outlined:

1. Systematic study of the psychological and pedagogical status of the child (i.e. compliance on the one hand the requirements set by the school, on the other – the peculiarities of the student’s development) and the dynamics of his mental development at school.
2. Creating social and psychological conditions for the development of students’ personality and their successful learning.
3. Creating special social and psychological conditions to provide assistance to children with developmental and learning problems [3].

Psychological support is aimed at improving the effectiveness of learning by solving psychological problems through the acquisition of skills that ensure the adaptation of a child with psychophysical development to learning and society as a whole. Thus, the psychological support of children with special needs can be outlined in the following areas of professional activity of a psychologist:

1. Psychological diagnostics:
  - primary diagnosis with the child’s enrollment to school in order to study the strengths and weaknesses of personality development, identify and address issues that arise in the process of integrating into the educational space;
  - conducting diagnostic minima at different stages of a child’s education at school in order to study the dynamics of his development and solve

- possible problems during the crisis periods;
- observation of the child in order to study his individual characteristics, inclinations, interests and needs.
2. Providing psychological support of the teachers:
- advising teachers to take into account the individual characteristics of the child with special educational needs in the educational process;
  - providing the necessary information about the child's participation, within his competence, in compiling a detailed psychological and pedagogical characteristics of the child and his individual development plan.
  - participation in the preparation of documents for consideration at meetings of psychological, medical and pedagogical consultations;
  - promoting the creation of a positive microclimate in the team, conducting activities aimed at preventing stigmatization and discrimination in the school environment, formation of a friendly and impartial attitude towards children with special educational needs.
  - establishing cooperation with specialists who work directly with the child with special educational needs and participate in the development of an individual development program.
3. Psychological support of parents:
- developing a productive dialogue with parents in order to study the characteristics and needs of the child;
  - providing counseling on the development of opportunities, inclinations and interests of the child;
  - constant informing about the dynamics in all spheres of the child's development.
4. Corrective work with children with special educational needs:
- acquaintance with the conclusions and recommendations of psychological, medical and pedagogical consultations on the organization of the child's education and the provision of additional correctional services;
  - planning of correctional work (choice of the form, periodicity, definition of tasks of correctional work, drawing up of curriculum);
  - conducting correctional classes;
  - recording the stages and results of corrective work [3, p.22].

The implementation of the outlined areas of social and psychological support should be carried out by qualified practical psychologists and social educators. According to the analysis of data from the regions in the 2018-2019

academic year, the number of psychological service specialists in Ukraine was 23082 people, among them: practical psychologists – 15061, social pedagogues – 7 206, methodologists – 815 people.

According to the generalized data provided by the educational and methodical centers / offices /laboratories of the psychological service in 2018-2019 academic year, the number of practical psychologists and social educators in educational institutions today tends to reduce the positions of practical psychologists by 9 people [10].

It becomes obvious that over a period of time in the process of implementing an inclusive education program there is a real shortage of practical psychologists, and their role is a key one, i.e. the scientific aspect of psychological support, training of practical psychologists in higher education is one of the top global challenges, the solution of which will allow to successfully and effectively implement the concept of inclusive education in Ukraine.

Thus, speaking about inclusive education, it should be noted that this is not only the creation of technical conditions for unimpeded access of children with SEN to secondary schools, but also the specifics of the educational process, which should be based on psychophysical capabilities of children with special needs. High-quality socio-psychological support should be organized in educational institutions, as this is an important element of inclusive education the model.

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**SOCIAL AND PSYCHOLOGICAL SUPPORT  
OF STUDENTS WITH DISABILITIES IN HIGHER  
EDUCATIONAL INSTITUTIONS**

In the conditions of development of the Ukrainian society and its European integration, development of inclusive higher education is one of the priority directions of work of the government and higher educational institutions. University studies of students with disabilities provide an opportunity to realize their basic rights, in particular to education, work, self-realization and integration into society.

Today, the state has created a model of inclusive education in the higher educational institution, which provides for the inclusion of persons with disabilities in the general educational environment and the creation of all necessary conditions for their full integration into society.

The following scientists covered the issues of development and formation of inclusive education in higher education institutions in Ukraine: A. Shevtsov, M. Tchaikovskiy, O. Kravchenko, N. Koliada, O. Bezpalko, P. Talanchuk, T. Bodnar, I. Malyshevskaya, A. Lapina, M. Perfilieva, H. Davydenko, D. Nikulin and others. Social and psychological support of students with disabilities was considered in the works of O. Hryshko, A. Kolupaieva, S. Chernihivskaya, T. Sobol, V. Skrypnyk, N. Miroshnychenko, B. Almazova, T. Dycheva.

Inclusive education is the main and most effective form of getting quality education by students with disabilities. University education for students with disabilities is regulated by the Constitution of Ukraine, Art. 3 of the Higher Education Act [2] declares the need to create the necessary conditions for the realization of the right to quality higher education for persons with SEN.

An important document in the field of inclusive education was the Resolution of the Cabinet of Ministers of Ukraine (July 10, 2019 № 635) “On approval of the organization of inclusive education in higher education institutions” [9], which declares the provision of educational services on an equal basis, without discrimination and provides for:

- creating an inclusive educational environment;
- application of the principles of universal design in the educational process;
- bringing the territory of the higher educational institution, its buildings, structures and premises in accordance with the requirements of state construction norms, standards and rules. If the existing buildings, structures and premises of higher education institutions cannot be fully adapted to the needs of persons with disabilities, their reasonable adaptation shall be carried out taking into account the universal design;
- providing the necessary educational and methodical materials and information and communication technologies for the educational process organization;
- application of the most acceptable methods and ways of communication for students with special educational needs in the educational process, including Ukrainian sign language, raised dots (Braille script) with the involvement of relevant professionals and teachers;
- ensuring the availability of information in various formats (Braille script, enlarged font, electronic format, etc.).

In order to create appropriate conditions for the adaptation and rehabilitation of students with SEN, higher education institutions may equip resource rooms; premises for psychological consultations, recreation, personal hygiene, medical care; halls for physical therapy classes.

According to the “Guidelines for the organization of training of persons with special educational needs” in the educational institutions [4] for students with SEN who need additional or ongoing support during the educational process, it is recommended to create inclusive groups created by the order of the head of the institution, on the basis of written application of such a student or his legal representatives, a disability certificate and an individual rehabilitation program (if any).

One of the key components of the successful integration of such a student into the educational environment is the social and psychological support from the moment of admission to the HEI and during his studies in higher education.

For full integration of the student with SEN in the educational process, on the basis of the HEI, the team of psychological and pedagogical support or the corresponding division can be created.

Support is a systematic activity of a practical psychologist and correctional educator, aimed at creating a comprehensive system of clinical-psychological, psychological-pedagogical and psychotherapeutic conditions that promote the acquisition of knowledge, skills, successful adaptation, rehabilitation, personal development, normalization of family relations, integration into society.

An important component of socio-psychological support is psychological adaptation, especially during the first year of study, during which the main task of the psychologist is to create a system of measures aimed at forming a person's ability to adapt to existing requirements and criteria in society by assigning norms and values. [3].

Tasks assigned to the service are regulated by paragraph 11 of the Regulations on the organization of inclusive education in the Free Economic Zone and includes the following components:

- cooperation with structural subdivisions of the higher education institution on the organization of inclusive education and provision of educational and rehabilitation support for students with special educational needs;
- development of an individual curriculum for students with special educational needs, monitors its implementation, makes changes to it;
- organization of training (advanced training) of research and teaching staff of higher education institution and social workers, volunteers to work with students with special educational needs through lectures, seminars, trainings, round tables etc.;
- advising and providing methodological assistance to research and teaching staff of higher education institutions on the organization of the educational process of students with special educational needs;
- carrying out informational and educational activities on the formation of a tolerant attitude towards students with special educational needs;
- cooperation with social protection institutions, public associations in order to conduct volunteer activities aimed at supporting students with special educational needs [9].

Social and psychological support is aimed at forming an inclusive culture in the HEI, creating a tolerant community, clarifying the psychological characteristics of each student, strengthening and maintaining his psychological health, providing the necessary assistance in adapting to an integrated

educational environment, promoting personal development.

Social and psychological support of students with disabilities is comprehensive and has a number of goals, including:

- to help the student to integrate into the educational process with its mode, forms of education, knowledge control system;
- to help to get acquainted with the structure of the educational institution, its traditions;
- to help in the process of adaptation in the student group;
- to help to adapt to the rhythm of student life and learning their body, to reveal their abilities and talents [10].

When solving the tasks you can use: psychological diagnostics, socio-psychological training (aimed at increasing motivation to get an education, the development of positive interpersonal relationships), individual counseling, psychological correction, activities aimed at improving self-esteem and teamwork.

The experience of Ukrainian higher educational institutions in terms of social and psychological support of students with disabilities in the conditions of free economic zones is important.

In particular, the experience of the Open International University of Human Development "Ukraine", which positions itself as the only higher education institution of integrated type. The university has created an extensive system of support for students with disabilities, one of the components of which was psychological support, which includes:

1. Improving the psychological culture of all the educational process participants - students, teachers, pedagogical community.
2. Social and psychological diagnostics, monitoring of personal development and social situation of students' development, forecasting changes in the educational situation and determining its main trends.
3. Design and socio-psychological correction of students' development in the educational process.
4. Socio-psychological and pedagogical rehabilitation of students with special needs.
5. Advisory and methodological assistance to all the educational process participants.

According to H. Miriakha, the main conditions for successful adaptation of students with disabilities include:

- taking into account the specifics of the disease, defect, pathological

- condition, psychological or social problem;
- adaptation of educational material and workload according to the student's abilities;
- providing free access to university events (transport, aids, volunteers);
- encouragement to participate in the scientific and social life of the university.
- lack of emphasis on functional limitations [5].

Among the higher education institution it is worth noting the experience of Sumy State University, which has developed a comprehensive system of support for students with disabilities. It is implemented using personality-oriented technologies and includes **psychological and pedagogical support** and provision of psychological and pedagogical assistance (individual counseling, psychological diagnostics, psychoprophylactic and training work etc.), **social support**, which provides conditions for social and domestic support for students with special educational needs. There is also **training and organizational support**, which includes the individual curriculum of the applicant; preparation of special individual tasks. Thus, the psychological and pedagogical service of the university provides a disabled student with all the necessary tools for successful adaptation and study in higher educational institutions [7].

One of the leading universities is the Ukrainian Catholic University, which puts equality and learning opportunities for all as one of its development priorities. The experience of the Sector for Support of Students with Disabilities, which operates at the university, is interesting. Its main mission is to provide students with special educational needs with appropriate and reasonable conditions for successful learning, creating a friendly environment for comprehensive personal development and socialization, academic and technological support to facilitate access to the university as an institution [11].

Education for students with disabilities is regulated by the Regulations "On the organization of inclusive education with special educational needs in the Higher Educational Institution "Ukrainian Catholic University"" [8].

The Regulations define the main forms and methods of social and psychological support of students with disabilities and includes **educational and organizational support** (assistance to the educational process participants in the organization of the educational process). **Psychological and pedagogical support** is a systematic activity that includes the psychological and pedagogical assistance to students with special educational needs during the educational process.

**Psychological support** is aimed at clarifying the psychological characteristics of each student with special educational needs, strengthening and maintaining his mental health, providing with the necessary assistance in adapting to an integrated educational environment, promoting personal development.

**Social support** is aimed at creating conditions for social and domestic support of students with special educational needs, including the provision of information and assistance to study at the Collegium, obtaining technical means of rehabilitation, organizing volunteer assistance to support such students.

The main social support is overcoming the social isolation of students with special educational needs, promoting the preservation and enhancement of their social status, involvement in all spheres of public life.

Considerable attention is paid to students with disabilities at Pavlo Tychyna Uman State Pedagogical University.

The growing number of students with disabilities has identified as one of the priorities of the university the need to solve the problem of education and social development of such persons with a humanistic concept of education, which is based on the principle of “equal rights to equal opportunities”.

The level of education for all is an indicator of the universal values priority and the achieved level of inclusive development of the educational institution.

The University has developed “Regulations on the team of social and psychological support of students with special educational needs” [6].

The Regulations define the basic principles, tasks and functions, as well as the procedure for organizing the activities of the team of psychological and pedagogical support of students with special educational needs who study at Pavlo Tychyna Uman State Pedagogical University.

The following areas of the university’s activity are a priority:

- Organizational culture (creation of an inclusive educational space; removal of mental barriers to higher education);
- Educational policy (formation of inclusive competence of teachers; development of inclusive competence of students; getting information on the main difficulties in learning and life of students with special needs);
- Inclusive practice (overcoming socio-psychological barriers to access to inclusive education of young people with special needs; formation of skills of mutual assistance in the student body; development of skills to involve students in the micro-society of the Free Economic Zone).

To ensure the development of inclusive educational policy at the university there are “Research Laboratory of Inclusive Pedagogy” (Faculty of Preschool and Special Education) and Center for Social and Educational Integration, Inclusive Rehabilitation and Social Tourism “Without Barriers” (Faculty of Social and Psychological Education) [1].

Despite the significant experience of Ukrainian higher education institutions, we consider it necessary to study the experience of foreign universities as for social and psychological rehabilitation of students with disabilities in HEL.

As an example, let’s consider the University of Bologna (Università di Bologna) [22]. The University has established a Service for students with disabilities, which deals with social and psychological support, and among its priorities is **equality** (it undertakes to guarantee equal conditions of use and equal services provision to all students.), **continuity** (the service guarantees regular information and organizational support), **participation** (involvement of students in extracurricular activities in order to develop their creative and scientific potential).

The defining principles are **autonomy** (promoting maximum student autonomy in all spheres of life, including the educational process), **openness** (the service promotes the inclusion of students with disabilities in the university community through value awareness) and **individualization** (guaranteeing each disabled student maximum needs and search for the most effective techniques and tools for successful adaptation and acquisition of the necessary knowledge and skills).

Also a constant practice is the exchange of experience and best practices that help take into account the needs of each student and make his studies as comfortable and accessible as possible [16; 17].

It is also worth noting the experience of social and psychological support of the University of Southern California [19]. The University has established a Student Support Service for students with disabilities, a department responsible for ensuring equal access for students. The service team seeks to serve the university community by: ensuring equal access, removing barriers, and raising awareness about students with disabilities.

The provided services include individual psychological assistance, training, psychodiagnostic work, tutoring, assistive technologies and services that take into account the specific needs of each student with disabilities [12].

One of the best is the experience of the University of Vienna (Universität Wien) [21] and their project “Individual Study Support for Students with Disabilities” (Individuelle Studienunterstützung für Studierende mit

Beeinträchtigung). From May 2017 to April 2020, a pilot project funded by the Ministry of Education is being implemented. Project participants provide individual support to students with disabilities when technical or other activities do not work. Support is mainly provided by students majoring in “Inclusive pedagogy”. The project aims at both practical training of future teachers and assistance in adapting to study for students with disabilities [13].

The experience of the Palacký University Olomouc (Univerzita Palackého v Olomouci [14]) and the experience of the Tomas Bata University in Zlín (Univerzita Tomáše Bati ve Zlíně) [20]) will be interesting for HEI, in which the “Standards of service and organizational conditions for students with disabilities” (Standardy servisních a organizačních opatření pro studenty se specifickými potřebami) are developed [15]. Universities have been developing and gradually implementing a system that allows students with disabilities to fully integrate into the educational environment.

Universities have Support Centers for students with disabilities, which offer assistance in the following areas: assistance during training (reading services, adaptation of educational materials, individual instruction); consultation of related specialists (pedagogical assistance; assistance in the development of an individual curriculum (IC); speech therapy intervention; consultation with students, classmates or family; consultations for university teachers and other university staff.

It is worth paying attention to the experience of creating student volunteer organizations to help students with disabilities during and outside the educational process [18]).

While studying the Ukrainian and European experience of social and psychological support of students with disabilities special mention should go to:

1. Improving the psychological culture of all the educational process participants - students, teachers, pedagogical community.
2. Advisory and methodological assistance to all educational process participants, regular information and organizational support
3. Determining the psychological characteristics of each student with special educational needs, strengthening and maintaining his mental health. In your work you can use: psychological diagnostics, socio-psychological training (aimed at increasing motivation to get an education, the development of positive interpersonal relationships), individual counseling, psychological correction, activities aimed at improving self-esteem and teamwork.
4. Using the principle of autonomy (promoting maximum autonomy of



the student in all spheres of life, in particular during the educational process).

5. Involvement of students in extracurricular activities in order to develop their creative and scientific potential
6. Establishment of student volunteer organizations to help students with disabilities during and outside the educational process

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**TO THE ISSUE OF EDUCATIONAL SERVICES PROVISION  
TO THE STUDENTS WITH DISABILITIES IN THE HIGHER  
EDUCATIONAL INSTITUTIONS**

**T**arget setting. The introduction of inclusive education in Ukraine is a complex, controversial task that requires the consideration and development of statutory and regulatory, psychological and pedagogical, programmatic and substantive, social and psychological principles.

Strategic changes and new trends in the educational space of Ukraine are aimed at more effective inclusion of people with special needs in the educational environment and public life of society, equal access to quality education [2].

Thus, the Education Act of Ukraine determines that inclusive education is a system of educational services guaranteed by the State, based on the principles of non-discrimination, respect for human diversity and effective involvement and inclusion of all participants in the educational process.

The Higher Education Act of Ukraine (2014) [1] declares that a person with special educational needs is a person with a disability who needs additional support to ensure higher education; therefore, educational institutions are obliged to create and ensure equal conditions of access to higher education, including the provision of special educational and rehabilitation support for

persons with special educational needs and the creation of free access to the infrastructure of health care, taking into account health restrictions.

Today, a significant number of works by domestic and foreign scientists and practitioners are devoted to the problems of protection of disabled persons. In particular, they are considered by M. Avramenko, A. Akhmetshyn, S. Bohdanova, N. Boretska, O. Holovkina, S. Hryhoriev, E. Libanova, O. Makarova, S. Melnyk, K. Mishchenko, M. Sapizhev, H. Sahybzadaieva, V. Sushkevych, P. Talanchuk, S. Yevsieiev and others.

In their research, Ukrainian scientists consider such aspects as the psychological support of female students with disabilities (I. Tomarzhevskaya); education of spiritual and moral values in students with disabilities (O. Khoroshailo); support of students with special needs (M. Tchaikovskiy); rehabilitation and adaptation support in higher education institutions (M. Avramenko, O. Makarova, V. Sushkevych, P. Talanchuk, S. Yevsieiev) and others. Problems of socialization, social rehabilitation and integration of people with disabilities in educational institutions are studied by domestic scientists A. Kolupaieva, K. Kolchenko, N. Koliada, O. Rasskazova, V. Teslenko, S. Kharchenko, M. Tchaikovskiy, F. Shandor, A. Shevtsov and others.

The **purpose of the article** is to highlight the content and direction of educational-rehabilitation and social-educational support of students with disabilities (on the example of Pavlo Tychyna Uman State Pedagogical University).

The tendency of growth of the number of students with disabilities has made it a priority for Pavlo Tychyna Uman State Pedagogical University to solve the problem of education and social development of these people with a humanistic concept of education, which is based on the principle of “equal rights to equal opportunities”. The level of education for all is an indicator of the universal values priority and the achieved level of inclusive development of the educational institution.

Therefore, the *priority areas* of the university are:

1. *Organizational culture*:

- creation of an inclusive educational space;
- removal of mental barriers on the way to higher education;
- training all participants in the best ways to maintain diversity;
- development of communication culture in the team.

2. *Educational policy*:

- formation of a perspective of the team and social partners on the nature and feasibility of inclusive development of higher education;

- formation of inclusive competence of teachers;
- development of inclusive competence of students;
- acquisition of information about the main difficulties in learning and life of students with special needs;
- conducting classes that are clear to all.

### *3. Inclusive practice:*

- overcoming the social and psychological barriers to access to inclusive education for young people with special needs;
- formation of mutual assistance skills in the student body;
- formation of skills of students' inclusion in the micro-society of HEI;
- formation of skills of inclusion of students in the sphere of public life.

To ensure the development of inclusive educational policy and based on the main legal documents within the university there is a Research Laboratory of Inclusive Pedagogy (Faculty of Preschool and Special Education) and the Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism "Without Barriers" (Faculty of Social and Psychological Education).

In 2014, **the Center for Social and Educational Integration "Without Barriers" was established** on the basis of the Faculty of Social and Psychological Education.

**The idea of creating the Center** won the XVI All-Ukrainian competition of business plans for entrepreneurship among young people (2014), where **in the nomination "Social Project" was awarded** the author's team of the Faculty of Social and Psychological Education: Oksana Kravchenko – PhD in Pedagogy, Associate Professor, Dean of the Faculty of Social and Psychological Education, Maia Perfilieva, PhD in Pedagogy and Oksana Shevchuk, PhD in Pedagogy for the project "Center for Social and Educational Integration of Persons with Disabilities".

*The purpose* of creation and activity of the Center is to consolidate the efforts of relevant structural units of the university, the executive authorities and social agencies aimed at socio-pedagogical support of people with disabilities to adapt to the student and teaching staff, integration into the educational and social environment, to create conditions for self-development and self-realization, development of social activity, autonomy, responsibility and mobility of people with special needs.

The main *tasks* are:

to ensure the rights of young people with functional limitations to get an

education in educational institutions in combination with correctional and rehabilitation measures;

versatile development of the young personality on the basis of identifying his talents and abilities, the formation of interests and needs;

preservation and strengthening of moral and physical health of students;

education of young people's love for work, implementation of their pre-professional training, providing conditions for their vital and professional self-determination;

education of the individual as a cultural and moral person with an ethical attitude to the world around him and himself;

provision of qualified psychological, medical and pedagogical assistance in the process of training and education, taking into account the state of health, features of psychophysical development of the student.

At the same time, the Center's activities are aimed at developing, implementing and continuously improving the system of support for students with disabilities, which covers the following areas: technical, pedagogical, psychological, medical, social, rehabilitation, sports ones. All these components of the support system come into effect gradually and can operate simultaneously, complementing each other.

To solve the problematic area and implement the tasks, the activities of the relevant *sectors* are coordinated:

1. Research
2. International activities
3. Public relations
4. Educational
5. Social and household
6. Psycho-correctional activities
7. Medical rehabilitation
8. Cultural and leisure
9. Volunteering
10. Inclusive tourism

A number of **cooperation agreements** have been concluded with: Ukraine International Open University of Human Development (2015), Prodisok Center for Social Rehabilitation of Disabled Children in Uman (2015). The center fruitfully cooperates with the Department of Labor and Social Protection of Uman City Council, charitable organizations, the Confederation of Public Organizations of Disabled People of Ukraine, the City Department of Education, the Inclusive Resource Center, specialists of psychological services of secondary schools.

Particular attention is focused on the study of foreign experience in **international internships**:

- ✓ From September 01, 2008 to November 01, 2008: Internship of M.V. Perfilieva on the basis of the Collegium in Gniezno; from September 01, 2009 to November 01, 2009 in Warsaw, on the topic: “Socialization of children and youth with disabilities in Poland and Ukraine”.
- ✓ From July 09, 2016 to July 21, 2016 participation in the international youth program (Kravchenko O.O., Perfilieva M.V., Voitovska A.I., Melnychuk I.A., Chupina K.O.) “In the light of considering conflicts” in Pekary /Krakow under the patronage of the Polish-German Youth Organization.
- ✓ From November 24 to November 30, 2018. Olena Polishchuk took part in the program “Building Bridges”. Program topic: Traditions and customs of inclusive people. German-Polish-Czech-Ukrainian youth meeting. Venue: Krzywowo, Poland.

As of 2018-2019 academic year Pavlo Tychyna Uman State Pedagogical University, along with students with typical development, **educates 94 people with disabilities** in the following nosologies: spinal cord injury, Turner syndrome, McCuene-Albright syndrome, diabetes, epilepsy, musculoskeletal disorders, infantile cerebral palsy, scoliosis, congenital dislocation of both hip joints, pulmonary hypertension, bilateral chronic sensorineural deafness of II-III degree from early childhood, deformity of both eyeballs, secondary cataract of the left eye, glaucoma of the right eye, chronic glaucoma, heart disease, ventricular septal defect with arterial discharge, right artery insufficiency.

Within the framework of the Center’s activity, the **identity cards** of students with disabilities **are registered**, where the age, year of study, type and group of nosology, social features, and the student’s attitude to the chosen profession are indicated.

It is worth noting that special attention is paid to career guidance work among students with disabilities. Doors Open Days are constantly held on the basis of secondary schools in the region and rehabilitation centers in particular. Special entrants have the opportunity to undergo professional diagnostics on the basis of the Center for Professional Diagnosis and Training Technologies of the University, as well as preparation for admission to free economic education of young people with special needs within the activities of the Center for Pre-University Training.

For the first-year students, individual programs are developed and implemented after graduation from high school to the new conditions of higher education.

At the university boys and girls with severe physical disabilities study together in general groups, have comfortable access to libraries, training laboratories, dormitories, canteens.

At the same time, the university is actively introducing distance learning – purposeful and controlled intensive independent work of a student who can study in a convenient place on an individual schedule, having a set of special teaching aids and agreed contact with teachers by phone, e-mail and regular mail, as well as in person. Distance learning is in line with the principle of humanistic education, according to which no one should be deprived of the opportunity to study due to social insecurity and inability to attend educational institutions due to physical disabilities.

In order to scientifically develop topical issues of inclusive education, university teachers perform **thesis research**. Faculty of Preschool and Special Education: Kalynovska Iryna Serhiivna works on the problem of forming the readiness of the future psychologist to work in inclusive education, Cherednyk Anna Anatoliivna works on the problem of preparing the future teacher-rehabilitation specialist for correction of motor functions of students with intellectual disabilities and Dychok Taisiia Petrivna studies the problem of training of future teacher-rehabilitologist to the correction of motor functions of students with intellectual disabilities. Faculty of Social and Psychological Education: “Training of future social workers to work in inclusive education through training technologies”, graduate student Taran A.M. and “Gender socialization of student youth with special educational needs in higher education”, graduate student Voitovska A.I.

The Center has significant achievements in the field of **student research**. In particular, the project of the Center “Development of the Center for Social and Educational Integration of Persons with Special Needs” won first place in the nomination “Social Projects” at the II All-Ukrainian distance competition of student research papers in social pedagogy in 2015. Kateyna Chupina, student of the Faculty of Social and Psychological Education won the first place in the All-Ukrainian competition of student research papers in the specialty “Social Work” (Uzhgorod, 2018). The topic of her scientific work was “Inclusive tourism as a means of social and psychological rehabilitation of student youth with disabilities in an educational institution”, Scientific adviser – Associate Professor Kravchenko O.O. On March 27, 2018, the final scientific-practical conference “Actual problems of inclusive education” within the All-Ukrainian



competition of student research papers in the fields of knowledge and specialties took place at the Ukraine Open International University of Human Development. Among the thirteen selected works, Kateryna Benderska, a fifth-year student at the Faculty of Social and Psychological Education, defended her research on inclusive tourism (Scientific adviser M.V. Perfilieva – Ph.D. in Pedagogy, Associate Professor, Department of Social Pedagogy and Social Work).

Participation in such events is extremely important for young scientists. After all, it is an opportunity to share your own experience, expand your horizons for future research topics and meet participants for further cooperation.

On October 27-29, 2016 the **First International Scientific and Practical Symposium** on “Actual Problems of Implementing Inclusive Rehabilitation and Social Tourism in Ukraine” was held in Uman on the basis of Pavlo Tychyna Uman State Pedagogical University.

This event was preceded by the creation of Association “Inclusive Rehabilitation and Social Tourism”, where among the founders, such as the Municipal Institution “Cherkasy Regional Center for Medical and Social Expertise of Cherkasy Regional Council”, National Historical and Cultural Reserve “Chyhyryn”, Shevchenkivskiy National Reserve Kaniv, Sofiiivka National Dendrological Park, Public Union “All-Ukrainian Scientific and Practical Association of Inclusive Tourism of the Disabled and Chernobyl Veterans of Ukraine”, Charitable Foundation “Support to Social Protection Programs for Chernobyl Veterans and the Disabled” was also Pavlo Tychyna Uman State Pedagogical University (Faculty of Social and Psychological Education).

The Symposium resulted in the adoption of a Resolution, which is the basis for approval by the Coordinating Committee of the Regional State Administration for Rehabilitation of Disabled Persons and Chornobyl Veterans (Order of Cherkasy Regional State Administration of November 17, 2014 № 466 – Minutes № 7 of November 11, 2016), a practical action plan for the implementation of Inclusive Rehabilitation and Social Tourism in Ukraine as a social and rehabilitation service and its testing in Cherkasy region as a pilot region in the framework of the National Action Plan for the implementation of the UN Convention on the Rights of Persons with Disabilities.

Therefore, in December 2017, at a meeting of the Academic Council of the University, it was decided to **rename the Center** as follows – the Center for Social and Educational Integration, Inclusive Rehabilitation and Social Tourism “Without Barriers”.

The initiative group of the Center in 2015 and 2016 **won the competition of project proposals for inclusion in the calendar plan of the Department**

**of Family, Youth and Sports of Cherkasy Regional State Administration with the project “Implementation of the Center for Social and Educational Integration for Students with Disabilities “Without Barriers”.**

Thanks to the grant assistance of the Cherkasy Regional State Administration, the university students developed and tested the route of inclusive tourism – excursions to the Trypillia Culture Museum in Lehedzyno, as well as to the city of Cherkasy to watch the play at the Taras Shevchenko Cherkasy Academic Regional Ukrainian Music and Drama Theater, to get acquainted with Cherkasy Art Museum and local cultural monuments. Young people also had the opportunity to listen to a concert dedicated to I. Schubert and touch the art of music as listeners.

The purpose of the trip was to help students with disabilities learn to interact with their colleagues, because during the trip there was a training aimed at communication and creating a favorable psychological climate in the group. All students participated in the training with interest, and upon its completion noted that they learned a lot about each other, learned to find solutions to difficult and conflict situations in the group.

Another important stage of rehabilitation was a trip to the Cherkasy Art Museum, because students not only looked at the paintings, but also created their own one, as drawing is a well-known art-therapeutic method, art allows in a symbolic hidden form to reconstruct a traumatic conflict situation by the student himself. Creativity is one of the means of overcoming fear, which appears in connection with the internal conflict. During the reflection each participant described his feelings during the work and interpreted his drawing.

Social and psychological trainings on the territory of the National Dendrological Park “Sofiiivka” (Uman) are also traditional, which help to unite the team, determine the leadership qualities, the level of communication in the group, the trainings use art-therapeutic techniques, elements of master classes, work with natural materials. Social and psychological trainings are an integral part of rehabilitation as they help the participants to get to know themselves and their environment better, teach them to find a way out of crisis life situations and socialize in a new environment.

It has become a tradition for the Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism of Pavlo Tychyna Uman State Pedagogical University to **hold a students’ competition of social projects “Traveling without Barriers”.**

In 2017, more than 14 groups from different years of study of the Faculty of Social and Psychological Education participated in the development of projects for people with different nosologies. Participants combined socio-

psychological rehabilitation, recreation and tourism in their research. And already in 2018 there were 18 willing groups to take part. The uniqueness of this competition is that students with disabilities also took part in the development and defense of projects.

Currently, the implementation of the program of the Center “Discovering the world together” is continued, the main purpose of which is the cultural and emotional development of young person, his formation on the path to self-improvement. Also the Student Bureau of Inclusive Tourism has been established. The main purpose of this type of activity is to create routes for inclusive tourism in Cherkasy region.

Excursion trips are constantly organized: to Cherkasy (museum of fine arts) and Buky canyon; Excursions “Uman Tourist” (Uman Art Gallery, Basilian Monastery, and University Planetarium. The video clip “What do students know about inclusive tourism?” was filmed.

In 2019–2020 academic year in accordance with the Resolution of the Cabinet of Ministers of Ukraine “On approval of the Procedure for inclusive education in higher education institutions” of July 10, 2019 №635 **three inclusive groups** (Faculty of Social and Psychological Education) **were created at the university**. **“Regulations on the team of psychological and pedagogical support of students with special educational needs of Pavlo Tychyna State Pedagogical University”** were developed for the functioning of an interdisciplinary team of specialists.

Students are actively involved in volunteering. The Center for Social and Educational Integration, Inclusive Rehabilitation and Social Tourism “Without Barriers” organized the “Smile” action devoted to the Day of Embraces, the action to the National Father’s Day “Wise Teachings”, “I am lucky”, “Selfie with a teacher”. It was interesting to prepare New Year’s cards, dolls for Mother’s Day, hold a culinary fair to support children and youth with disabilities.

It has already become a tradition to annually organize a festival of creativity **“We are equal. You and I will be together”** (in 2019 there was already the sixth festival). The event is regional, it is attended by students and children with disabilities, showing their creative achievements.

The problem of social and psychological rehabilitation of student youth with disabilities is the topic of **scientific research** of the Center’s staff, and in this aspect the following results are important:

- holding scientific and practical conferences, round tables, seminars at the national and international levels on the organization of a common educational environment for people with special needs;

- establishment of the All-Ukrainian Association of Inclusive Rehabilitation and Social Tourism (2015);
- holding the First International Scientific and Practical Symposium “Actual problems of implementation of inclusive rehabilitation and social tourism in Ukraine” (2016);
- victory of students in competitions of scientific works: the 1st place in the 2nd round of the All-Ukrainian competition of scientific works “Tourist Branch Future” (Kyiv national trade and economic university, 2019); the 2nd place in the 2nd stage of the All-Ukrainian competition of student research papers in the specialty “Actual problems of inclusive education” (Ukraine Open International University of Human Development, 2019);
- obtaining 5 certificates of copyright registration for scientific and practical composition;
- publication of the “Encyclopedia of Inclusive Rehabilitation and Social Tourism” (2019);
- publication of a foreign monograph “Current issues of inclusive tourism introduction in Ukraine and other countries” (2020);
- organization and holding of the 3rd student competition of scientific social projects on inclusive rehabilitation and social tourism “Traveling without barriers”;
- defense of the thesis research “Gender socialization of student youth with disabilities in the university” (2020);
- from January 1, 2020, young scientists of the university began to develop another research topic at the expense of the state budget: “Social and psychological rehabilitation of children and youth with special educational needs through inclusive tourism”. Terms of implementation: 2020-2022.

The University faithfully fulfills all orders of the Ministry of Science and Education of Ukraine to ensure inclusive education. According to the **Resolution “On approval of educational activities licensing”** of December 30, 2015 № 1187, according to paragraph 2 “... requirements for accessibility to educational facilities for people with disabilities and other low mobility groups are put into effect during educational activities three years after the entry into force of this resolution for educational institutions that already have a license to conduct educational activities. A report on the state of preparation for the implementation of the Licensing Conditions approved by paragraph 1 hereof on accessibility to educational facilities for persons with disabilities

and other low mobility groups shall be submitted to the licensing authority six months after the entry into force of this resolution... “.

Paragraphs 33,53,69,80 state that “an educational institution must ensure the accessibility of educational facilities for persons with disabilities and other low-mobility groups, in particular unimpeded access to buildings, classrooms (groups) and other infrastructure in accordance with state building codes, rules and standards, which must be documented by a specialist in technical inspection of buildings and structures, who has a qualification certificate, or the relevant institution authorized to conduct these inspections. Information on the conditions of accessibility of the premises for persons with disabilities and other low-mobility groups is placed in a place accessible for visual perception by adults accompanying the child.

In order to create an inclusive environment in Pavlo Tychyna State Pedagogical University, much attention is paid to ensuring the implementation of requirements for access to educational facilities for people with disabilities and other low mobility groups: in accordance with building codes and standards, ramps are installed in all educational buildings; rooms in accordance with the requirements of accessibility and universal design, desks for wheelchair students, Braille plates with the name of each faculty, department, departments of the university were purchased, Braille alphabets for students - future psychologists, social workers, teachers - future professionals who are ready to work in an inclusive education, in reading rooms and computer classrooms equipped with computer keyboards in Braille for visually impaired students, for the needs of the Center for Educational Integration, Inclusive Rehabilitation and Social Tourism “Without Barriers” maps of Europe in Braille were purchased.

In 2019, the university won the HealthyChallenge project, announced by the United Nations Population Fund, and received a grant of UAH 15,000 to purchase equipment to support a healthy lifestyle for students, including those with disabilities.

Currently, the university is working on the problem of **installing a glass elevator** in the educational building № 3. In this context, the design and estimate documentation has been developed.

The university’s dormitories are also adapted to the needs of students with disabilities: they currently live in rooms on the ground floor. The **living conditions of students with disabilities in dormitories** are constantly monitored.

Pavlo Tychyna Uman State Pedagogical University gives such students the opportunity not only to obtain the appropriate qualification, modern profession, but also **helps in employment**.

In 2019 Pavlo Tychyna Uman State Pedagogical University won the Grand Prix at the International Exhibition “Higher Education Leader” for the entry entitled “Inclusive education: equal rights – equal opportunities”. This is a clear confirmation that the priority for the university is to create conditions and develop effective technologies for educating young people with special educational needs, taking into account their individual needs, opportunities, abilities and interests, for successful socialization and self-realization.

Thus, a holistic system of social and psychological support for students with disabilities allows them to achieve high results not only in education but also in creative and professional activities.

At the same time, the staff of the Center is aware of all the challenges and problems that stand in the way of creating an inclusive university:

- there is a methodological and psychological unpreparedness of teachers and subjects to teach a number of subjects for students who have certain limitations;

- state programs and plans do not contain specific indices to measure the real state of inclusive education implementation in Ukraine and carry out independent monitoring by the public;

- adaptation of the architectural environment for the needs of students with disabilities and special logistics for inclusion in universities.

- public ignorance of changes in the education system;

- the problem of tolerance in educational institutions, i.e. adequate perception of a child with special needs by peers, teachers, lecturers;

- the need to study the experience of other countries, taking into account the achievements of domestic special education and correctional education (for example, according to the standards of special education), as well as developing their own models, taking into account the economic and financial capabilities of the state.

We consider it expedient to further develop a program for training teachers to work with this category of students.

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**DEVELOPING THE GIFTEDNESS OF STUDENT YOUTH  
IN THE INCLUSIVE ENVIRONMENT**

In modern society there is a problem of finding new means of developing talents, which is a necessary condition for the formation of a harmonious personality. The problem of identification, social and pedagogical support, development and social protection of gifted youngsters is among the most complex and ambiguous around the world and, in particular, in Ukraine.

Statistics show that, unfortunately, in a comfortable, relatively well-provided modern society, more and more children with special needs are born. Therefore, many modern educational models are aimed at giving the child a certain amount of knowledge, skills, and abilities for the full expression of personality. But the successful socialization of people with disabilities requires the identification and support of such an important quality as talent, which can be a good impetus for their future lives. That is why it should be provided for the creation of such conditions under which everyone will be able to self-realize as much as possible, meet all their needs, feel a necessary, equal and important part of society. However, experience shows that this is difficult to achieve.

The main goal of the Ukrainian education system is to create conditions for the development and creative self-regulation of each individual. One of the conditions for effective social adaptation of children and youth with disabilities should be inclusive education. The adoption of relevant international instruments has played a key role in reforming the special education system and transforming it into an integrated learning system with a further transition to inclusion.

**Analysis of recent research and publications.** Scientists, philosophers, psychologists and educators have always been interested in the development of gifted personality. The problem of talent development in the context of inclusion in recent years is increasingly attracting the attention of many domestic and foreign scientists, such as: E. Andreieva, O. Akimova, V. Andrushchenko, O. Bezpalko, V. Bondar, T. Illiashenko, J. Andrews, J. Johnson, L. Koval, A. Kolupaieva, I. Komar, V. Liakhova, D. Liupart, L. Mishchyk, G. Pershko, N. Sabat, T. Sak, L. Savchuk, M. Siniov, K. Reisweike and others.

Causes and characteristics of difficulties and problems of talented students due to the specifics of their psyche and personal qualities, are studied by such foreign and domestic scientists as: Y. Babayeva, Y. Gilbukh, O. Losievska, N. Leites, A. Matiushkin, V. Moliako, O. Savenkov, L. Tokareva, L. Turishcheva, E. Whitmore, O. Fokina, L. Hollingsworth, E. Tsygankova, V. Chudnovskiy, O. Shchelbanova, V. Yurkevich and others. Researchers point to the negative consequences of the failure of gifted children to realize themselves, show the tragedy in the lives of many of them, explain the reasons for suicidal tendencies. [2]

In part, socio-pedagogical work with young people with disabilities in inclusive education has been the subject of research by such scholars as Yu. Boginska, O. Dikova-Favorska, A. Kolupiaeva, O. Rasskazova and others.

Also, special attention needs to be paid to the talent development of student youth in the context of inclusion, which was the reason for choosing the topic of this article.

The **purpose** of article is to make a theoretical analysis of the problem of talent development in student youth in terms of inclusion.

Manifestation of individual abilities plays a major role in influencing the development of personality in general and the manifestation of these abilities at all ages. Specialists, teachers and parents face the important task of developing children's natural abilities and early detection of their special potential, which confirms the presence of an invaluable gift of nature – the talent.

For many centuries, researchers have tried to reveal the meaning and mechanisms of the emergence and manifestation of such a phenomenon as “giftedness”. It has been studied by many scientists, but this problem remains relevant to this day. An important task of teachers was and remains the study of approaches to the development of gifted personality as an opportunity for full actualization and maximum manifestation of human individuality.

The greatest difficulty in creating applied development programs for gifted youth is the ambiguous understanding of giftedness. It is not so much about differences in the understanding of this concept in psychology, but about



the differences between scientific and everyday interpretation of talent. We emphasize that giftedness is not a gift of God, not an inborn trait, but the highest level of development of abilities, which a person achieves by fully devoting himself to creative activity. The qualitative difference between giftedness and a high level of abilities is that giftedness becomes a systemic trait for a person; it determines not only the ways of human activity, but also its value system, the nature of social interaction, the direction of personal development.

In modern conditions of science development, the concept of “giftedness” is interpreted as a high level of development of human abilities, which allows to achieve special success in certain areas of activity. [7]

Giftedness is also defined as a set of abilities that allow an individual to achieve significant results in one or more activities that are valuable to society. This quality is formed and manifested in the activity.

D. Bohoiavlenska identified three main types of giftedness

- academic, which is manifested in the speed and ease of mastering a significant amount of ready knowledge;
- intellectual, which consists in a special mental independence, in increased critical thinking, the ability to independently globally, philosophically comprehend complex intellectual problems;
- creative, i.e. the ability to creative self-realization in various spheres of life. [1]

V. Moliako considers the main qualities of a gifted personality desire for originality, new, denial of the usual, as well as a high level of knowledge, ability to analyze phenomena, compare them, a steady interest in a particular job, relatively quick and easy assimilation of theoretical and practical knowledge in this field, consistency and independence in work [4].

Gifted children and young people are at risk, according to the World Health Organization. They need special education, special training programs, and trained teachers. There is a certain difficulty in working with gifted youth. The need for socio-pedagogical support of gifted youth is emphasized by the mandatory introduction into the structure of factors of giftedness of the category of “leisure”, which includes cultural and educational conditions, emotional atmosphere, special training programs, material environment and nutrition, ecology, public demand for outstanding achievements and art.

Teachers who adhere to a non-directive style of communication, are ready to help and support their students should be involved in working with gifted children and youth. Such specialists must be able to solve their own problems, be friendly, and have a sense of self-respect. They should be competent, reliable,

trustworthy and loved. It should be a person who responds productively to the challenge, is able to accept criticism and does not suffer from stress when working with people who are more gifted and know more than he.

The negative trend towards the spread of disability in the world and in Ukraine has identified as a priority the need to address the problem of education and living environment of persons with disabilities. **Development peculiarities of children and youth with disabilities of various categories have led to the formation of a cautious attitude in society to the possibility of showing any talent in them.**

In the educational space in a higher education institution, the student's personality is the object of creation, which is influenced by such external factors as the concept and theory of higher education, the content of educational programs, according to which the educational process takes place, teaching staff, and forms of educational activities.

Today in the modern world educational policy, as confirmed by the analysis of scientific and pedagogical sources and international legal documents, several approaches to providing education to children and youth with disabilities are identified. The main ones are mainstreaming, integration, inclusion. It should be noted that all these terms are used in foreign practice as close, but not identical in the semantic and conceptual sense [6].

It is rational to analyze the concepts of "inclusion" and "inclusive education". The term "inclusion" is borrowed from English, but does not have an exact translation.

Four key aspects are important for understanding inclusion:

1. Inclusion is a process. It should be seen as a continuous search for effective ways to take into account the diversity. Inclusion teaches to coexist with differences, which are seen as an incentive to encourage students to learn.
2. Inclusion is aimed at identifying and removing barriers. It involves the collection, synthesis and evaluation of information from a large number of different sources in order to improve educational policy and practice, encourage learning.
3. Inclusion creates conditions for the presence, participation and achievements of all students. The term "attendance" means the place of study and how regularly you attend it. The term "participation" describes the quality of their learning experience and therefore requires taking into account the views of learners. The term "achievement" refers not only to the results of tests or examinations, but also covers the results of training within all curricula and programs (curriculum).

4. Inclusion requires increased attention to those who are at “risk group” and for whom there is a likelihood of exclusion or low success. It is a moral duty to closely monitor the groups of persons who, according to statistics, most often fall into the “risk group”, and, if necessary, to take measures to ensure their presence, participation and achievements in the general education system [8].

One of the conditions for effective social adaptation of students with disabilities should be inclusive education. Because European practice shows that most of them can study in higher education institutions according to an inclusive model, which provides for the provision of high-quality educational services to people with disabilities, provided that teachers are properly trained and families are supported. Inclusive education is the term first used in the Salamanca Statement on Principles, Policies and Practices for Special Needs Education, adopted at the World Conference on the Education of Persons with Disabilities in June 1994. The document states that all people, regardless of the differences between them, have the right to receive knowledge together with others. Inclusive educational institutions should use a variety of methods of teaching and education, to develop individual curricula taking into account any needs of their students [5]. Inclusive education is an educational technology that provides training and education of people with disabilities in a regular educational institution, where appropriate conditions are created to ensure maximum efficiency of the educational process.

In Ukraine, only a small number of institutions implement the requirements for the education of students with disabilities, despite serious changes in the legal provision of education for such persons. It is important to note that today the number of young people with disabilities in the higher education institutions is increasing, which indicates the growth of their social activity and democratization of society.

According to the National Program “National Action Plan for the Implementation of the UN Convention on the Rights of the Child until 2021” [3] provides for the provision of children and youth with disabilities with quality socio-pedagogical and psychological services of educational institutions, including higher ones, which will create conditions for implementation their personal potential. Thus, the socio-pedagogical support of young people with disabilities in the learning process in a higher education institution becomes relevant.

The organization of education of students with disabilities requires social and pedagogical support, creation of the necessary material and technical base,

scientific and methodological support of the educational process, equipment with technical means of education. The educational process in the higher education institutions should be carried out taking into account the methods and mechanisms most adapted for the training of students with different nosologies.

The development of giftedness can be more effective if certain conditions are met. Most researchers who studied giftedness suggest that the following factors contribute to the effectiveness of working with gifted students with disabilities:

- timely diagnosis of intellectual characteristics and abilities of the student;
- humane cooperation between teacher and student;
- interaction of teachers and parents;
- creating situations of self-confidence for the student;
- ensuring the right to search and error, providing the opportunity to correct it;
- the use of such a system of cognitive activity management and the promotion of its results, which turn situational confidence into a stable;
- support for the initiative in all activities;
- humanization of communication with peers;
- providing opportunities for physical activity (if possible);
- learning techniques of independent work, methods of self-control, research activities, the ability to acquire knowledge independently;
- Lack of demonstration of exceptional achievements that cause jealousy and rejection by peers, but at the same time inadmissibility of reduction of achievements and unique abilities.

**In solving the issue of identifying and socio-pedagogical support of gifted youth with disabilities, it is important to take into account the social system of special education, national education, focused on the development of each individual, meeting their needs and creative abilities. Taking into account the growing role, importance and place of the human factor in modern state-building and the future of the nation, it is important to provide timely support to students with disabilities in the realization of their abilities so that they can become useful members of society.**

**Conclusions.** Thus, the transformational changes in Ukraine have led to the emergence of new trends in the development of education. The transition to inclusion as the most modern form of social and pedagogical support for gifted students with disabilities should become a priority in the development of national education.

Effective activities to develop and support the giftedness of people with disabilities require appropriate training, support of the family environment and the provision of the necessary infrastructure.

The main methodological methods of social and pedagogical activities with a gifted person with a disability are encouraged to work together; creating your own project; atmosphere of looseness, indulgence, approval of the results of activities in a particular field, to stimulate the desire to try himself in another field, to encourage independent work, giving freedom of choice.

This research makes no pretense to be a comprehensive coverage of the issue, so it will be promising to study the role of social support of the immediate environment of people with disabilities and create conditions for self-development of gifted student youth.

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**EMOTIONAL BURNOUT OF TEACHING STAFF  
AT INCLUSIVE LEARNING CONDITIONS**

In recent years, educators are under the influence of constant changes: educational and professional standards are introduced; the legislative requirements to the quality of educational services and the competence of employees are strengthened. The emergence of new requirements for documentation, the introduction of interactive methods in teaching and education, participation in competitions and other factors put before the modern teacher completely new conditions that worsen their already intense activities. All of this, as well as increased stress, affects their mental health. At the same time, very little attention is paid to effective psychological and pedagogical technologies that are aimed at maintaining the health of teachers, reducing the risk of emotional burnout and the emergence of a crisis in the profession as a whole.

Among the features of pedagogical activity that affect the increased level of nervous and mental stress are: high social responsibility for the results of their actions; information overload in combination with the lack of time for assimilation and processing of continuously submitted information; uncertainty of emerging pedagogical situations; the need for rapid decision-making and their implementation in the absence of information about what happened; daily routine, expressed in standardity, repeatability of elements; role conflict; social assessment – the need to be monitored and evaluated by both students and the administration, as well as representatives of higher authorities; organizational problems, which include such shortcomings in the organization of the teacher's activities as excessive overload of teachers.

In foreign literature, this syndrome is known as “burnout”. This term was introduced and described by the American psychiatrist J. Freudenberg in 1974. Emotional burnout syndrome is the result of the integration of physical, emotional and cognitive exhaustion or fatigue, in which the main factor is burnout [10, p. 18].

In domestic research works the authors used different versions of the translation of the English term “burnout”: “emotional burnout” (T. Yatsenko, 1989; T. Formatiuk, 1994), “emotional burning out” (V. Vyd, E. Lozynska, 1998), “mental burnout” (N. Vodopianova, 2000) and “professional burnout” (T. Ronginska, 2002). Common is that all concepts emphasize the intrinsic-subjective psychological aspect of the feelings, and the word “burnout” is used to denote the destruction, leveling of the positive emotional background and harmonious self-consciousness of a person who works in the “human-human” sphere [15, p. 10].

V. Boiko believes that emotional burnout is followed by very serious psychological and psychophysiological realities, which have their causes, forms of manifestation and communicative consequences. This distinguishes the burnout from various forms of emotional rigidity, which is determined by organic causes (nervous system properties), the degree of fluidity of emotions, psychosomatic disorders [10]. 225].

T. Reshetova (2002) believes that people with the following qualifies are most prone to the emotional burnout syndrome:

- lack of emotion or inability to communicate;
- alexithymia in all its manifestations (inability to express one’s feelings in words), always associated with anxiety;
- workaholism, when there is a camouflage of some problem with his work (the workaholic most often covers the pace of his professional disobedience);
- people without resources (social ties, family ties, love, professional ability, economic stability, purpose, health, etc.).

According to V. Boiko, emotional burnout is a form of professional deformation of personality. This stereotype of emotional reality perception is formed under the influence of a number of factors (external and internal). External factors include: chronic psycho-emotional stress that destabilize the organization of activities, increased responsibility for the performed functions and operations, unfavorable atmosphere of professional activity, psychologically difficult cohort, with whom the professional in the field of communication deals. The internal ones include: tendency to emotional rigidity, intense internalization (perception and experience) of the professional activity circumstances, weak motivation to professional feedback [2, p. 86].

Psychologically difficult “cohort”, with whom the professional in the field of communication deals: in the process of professional activity almost every



day there is a client or a patient who “gets on your nerves”. Involuntarily, the specialist begins to warn of such cases and turn to the economy of emotional resources, convincing himself with the help of the formula “should not be ignored”.

The tendency to emotional rigidity is characterized by the fact that emotional burnout as a means of psychological protection occurs faster in those who are less reactive and receptive, emotionally.

Intensive internalization of the professional activity circumstances occurs in people with increased responsibility for the tasks assigned to them. There are often cases when due to youth, inexperience, a specialist who works with people, perceives everything too emotionally, completely devoted to the cause.

Professional activity leaves its mark on people. It can promote personal development, but it can also have negative consequences for the person. The problem of balance in the ratio of positive and negative changes in the personality of the specialist, where the balance is not in favor of positive changes, causes the so-called professional deformations.

E. Zeyer singled out 4 levels of manifestation of professional deformations:

- 1) general professional deformations (occur in the majority of experiences employees, the degree of deformations' expression is diverse, deformations make employees cognizant; the doctors have “permissiveness” syndrome;
- 2) special professional deformations (each specialty within any profession has its own qualitative and quantitative composition of deformations): suspicion by investigators; accusation by procurators;
- 3) professional-typological deformations are conditioned by the superimposition of individual-psychological features of personality on the psychological structure of activity;
- 4) individualized deformations are conditioned by the peculiarities of workers of different professions. Excessive development of certain professionally important and professionally undesirable qualities leads to the emergence of “excessive qualities” or accentuation: hyperactivity, labor fanaticism, professional enthusiasm [5, p. 205–207].

Analyzing E. Zeyer's approach to the consideration of professional deformations, it can be concluded that the researcher considers this phenomenon as a destructive change in personality in the process of activity. E. Zeyer notes that professional deformations violate the integrity of the personality, reduce its adaptability, stability, negatively affect the productivity [5].

N. Tsyba believes that professional deformation is “a certain sign that

professional activity imposes on people” [14, p. 145].

Professional deformation is seen as a change in perception of personality stereotypes, ways of communication, behavior, as well as the characters that arise under the influence of long-term professional activity and transfer of their professional qualities and skills into everyday life. The reason may be the lack of life goals and plans, low levels of personal development, differences between the main areas of professional and personal development, professional self-determination.

According to A. Markova, the knowledge of professional personality deformation can help a person to prevent it. From time to time the specialist must ask himself the question: “Do I not have to spend professional activities? Doesn’t the profession negatively affect my personality?” [7].

In contrast to professional deformations, emotional burnout can be attributed to the case of full regression of professional development, as it affects the personality, destroying it and negatively affecting the efficiency of labor activity [6, p, 40].

Deformations can be manifested both in professional activities and in everyday life, they lead to a decrease in the efficiency of work, affecting various aspects of the psyche: motivational, cognitive and sphere of personal qualities.

Thus, professional deformation is the transfer of professional qualities of a specialist into personal life, and emotional burnout is manifested in professional activity. Emotional burnout is considered by us as a specific type of professional deformation, which negatively affects the life and activities of the individual.

V. Boiko associated emotional burnout with stress. Emotional burnout is a dynamic process that gradually in accordance with the mechanism of stress development [2].

The dynamic model of B. Perlaman and E. Hartmann includes four stages of stress:

1. The first stage is the tension associated with additional efforts to adapt to situational work requirements. This tension is caused by the two most probable types of situations. First: the skills and abilities of the employee are insufficient to meet the status-role and professional requirements. Second: the job may not meet his expectations, needs or values. These and other situations create contradictions between the subject and the professional environment, which slows down the process of emotional burnout.
2. The second stage is accompanied by strong sensations and experiences of stress. Many stressful situations may not cause the appropriate

experiences, as there is a constructive assessment of their capabilities and awareness of the requirements of the work situation. The intensity of movement from the first stage of emotional burnout to the second depends on the resources of the individual and on the status-role and organizational changes.

3. The third stage is accompanied by reactions of three main groups (physiological, affective-cognitive, and behavioral) in individual variations.
4. The fourth stage is a multifaceted experience of chronic psychological stress [8, p. 553].

There are three main factors that play a significant role in the syndrome of emotional burnout – personal, role and organizational.

Among the personal factors of burnout H. Nikiforov included: tendency to introversion (low social activity and adaptability, orientation of interests to the inner world etc.); reactivity (dynamic characteristic of temperament, which is manifested in the strength and speed of involuntary emotional response); low or excessively high empathy (the ability to perceive the emotional state of other people, to blur the world of their emotional experiences, to empathize); rigidity and authoritarianism in relation to others; low level of self-esteem and self-respect [8, p. 550].

Thus, J. Freinberger describes those who “burn” as compassionate, humane, idealistic and at the same time as unstable, introverted, obsessed people. E. Maher complements this list with “authoritarianism” (authoritarian style of leadership) and a low level of empathy. V. Boiko points to the following personal factors that contribute to the development of emotional burnout syndrome: the tendency to emotional coldness, the tendency to intense experience of negative circumstances [11, p. 97].

H. Nikiforov to the role factors includes: role conflict; role uncertainty; dissatisfaction with professional and personal growth; low social status; alienation in the reference group [8, p. 551].

V. Boiko established a connection between role conflict, role uncertainty and emotional burnout. Working in a situation of distributed responsibility limits the development of the emotional burnout syndrome, and with a vague or unevenly distributed responsibility for their professional actions, this factor increases sharply, even with a significantly low labor rate. The development of emotional burnout is facilitated by those professional situations for which joint efforts are not coordinated, there is no integration of actions, there is a competition, while the successful outcome depends on the cohesion [1, p. 101].

According to O. Papanova, A. Pines, E. Aronson, H. Maslach describe the organizational factors as overload, lack of time to perform work, lack of social support, monotonous and futureless activity, irrational organization of work and workplace, absence of days off, vacations and interests outside work [9].

Classification of emotional burnout symptoms (V. Dydyak).

Psychophysical symptoms:

- 1) feeling of constant, unavoidable fatigue;
- 2) feeling of emotional and physical exhaustion;
- 3) reduction of perception and reactivity to changes in the external environment (absence of reaction of fear and curiosity);
- 4) general cessation (weakness, decreased activity and energy);
- 5) frequent unexplained headaches, constant disorders of the gastro-intestinal tract;
- 6) a sharp loss or a sharp increase in weight;
- 7) complete or partial insomnia;
- 8) constant lethargy, drowsiness and desire to sleep throughout the day;
- 9) shortness of breath or respiratory disturbance during physical or emotional stress;
- 10) noticeable decrease in external and internal sensory sensitivity: deterioration of star, hearing, smell and touch, loss of internal, bodily sensations.

I. Social and psychological symptoms:

- 1) indifference, boredom, passivity and depression (decreased emotional tone, frustration);
- 2) increased irritability to minor, small events, frequent nervous “breakdowns”;
- 3) constant experience of negative emotions, for which there is no reason in the external situation (feeling of guilt, uncertainty, resentment, suspicion, shame);
- 4) feeling of unconscious anxiety and increased anxiety;
- 5) feeling of hyper-responsibility and constant fear that something “will not work out” or something will not work;
- 6) general negative attitude to life and professional prospects.

II. Behavioral symptoms:

the feeling that the work is getting harder and harder, and to do it – more and more difficult;

- 2) the working mode of the day noticeably changes (a person comes to work early and leaves late or vice versa);
- 3) regardless of the objective need, the employee constantly takes work at home, but does not do it at home;
- 4) the feeling that everything is in vain, despair, decreased enthusiasm for work, indifference to the results;
- 5) non-fulfillment of important, priority tasks and “stuck” on small details, significant expenditure of working time on poorly conscious or unconscious execution of automatic and automatic;
- 6) alcohol abuse, a sharp increase in cigarettes smoked during the day, drug use [4, p. 7].

Thus, the syndrome of emotional burnout is characterized by a combination of symptoms of the disorder in the mental, somatic and social spheres of life.

It should be noted that the conditions of professional activity can also cause the syndrome of chronic fatigue, which often accompanies the syndrome of emotional burnout.

V. Boiko developed the concept of three phases of emotional burnout:

The first phase is the “tension” phase. The dynamic nature of stress is due to exhausting consistency or the traumatic factors intensification. It is characterized by emotional exhaustion, fatigue caused by the professional activities.

Four symptoms of stress:

1. The symptom of “experiencing psycho-traumatic circumstances” – the awareness of psycho-traumatic factors of professional activity increases, which are difficult or completely insurmountable. The absence of emotional rigidity in a person leads to an increase in irritation by psycho-traumatic factors, the accumulation of despair. Failure to resolve the situation leads to the development of other symptoms of burnout.
2. Symptom of “dissatisfaction with yourself” – dissatisfaction with yourself, your chosen profession, position, specific responsibilities. There is a mechanism of “emotional transfer” – energy is directed at himself. The symptom arises as a result of failures or inability to influence psycho-traumatic circumstances.
3. Symptom of “being caged” – a logical continuation of developmental stress; feeling of hopelessness as a consequence of pressure and impossibility of existence of psycho-traumatic circumstances. The feeling of “being caged” is an intellectual and emotional congestion.

4. Symptom of “anxiety and depression” - a feeling of dissatisfaction with work and themselves; experiencing emotional or personal anxiety, disappointment in oneself, in the chosen profession, in a specific position; anxiety most often transmits fears.

The second phase of emotional burnout is the phase of “resistance” - resistance to increasing stress, conscious or unconscious desire for psychological comfort, the desire to reduce the pressure of external circumstances by means of self-help. Four symptoms of resistance:

1. The symptom of “inadequate selective emotional response” - the inability to catch the difference between the economical expression of emotions and inadequate selective emotional response.
2. Symptom of “emotional and moral disorganization” - the emergence of the need for self-justification, protection of their strategy in the absence of a proper emotional attitude to the subject. Manifestation of emotional and moral disorientation causes fair resentment and resentment.
3. Symptom of “expansion of the emotion economy sphere” – the implementation of this form of protection outside the professional field (in communication with relatives, friends and acquaintances). Fatigue from contacts, conversations, answers to questions at work leads to a lack of desire to communicate with the loved ones. In professional activities, a person is kept in accordance with the norms and responsibilities. And the close people become the first “victims” of emotional burnout.
4. The symptom of “professional responsibilities reduction” is an attempt to alleviate or reduce responsibilities that require emotional costs.

The third phase of emotional burnout is the phase of “exhaustion” – a decrease in general energy tone and weakening of the nervous system; emotional protection in the form of “burnout”. It is characterized by psychophysical fatigue of the person, devastation, development of cynical attitude to those with whom it is necessary to communicate on working questions, development of psychosomatic disturbances. Four symptoms of exhaustion:

1. Symptom of “emotional deficit” is a feeling of inability to emotionally help people in professional activities; inability to understand their situation, to empathize, to respond to situations that should encourage the strengthening of intellectual, volitional and moral return. Exacerbation

of symptoms and the transition to a more complex form is a limited manifestation of positive emotions, and often negative (sharpness, roughness, irritability).

2. Symptom of “emotional detachment” is the exclusion of emotions from the sphere of professional activity; mastering the ability to work like a robot, like a soulless machine. The symptom indicates a professional deformation of the personality and harms the partners.

3. Symptom of “personal alienation or depersonalization” is a complete or partial loss of interest in the person who is the subject of professional action (activity); perception of the partner as an inanimate object, as an object for manipulation, which burdens with its problems, needs, presence.

4. Symptom of “psychosomatic and psychovegetative disorders” – deviations in somatic or mental states (bad mood, bad associations, insomnia, feelings of fear, unpleasant feelings in the area of fear).

Thus, according to V. Boiko, the syndrome of emotional burnout develops gradually and for each stage there are certain signs that cause them, certain factors.

Personal characteristics of employees as well as the character of professional activity, play a significant role in the formation of the syndrome of emotional burnout.

Personal qualities in many ways determine the haste or failure of adaptation, and at the same time adaptation itself is a powerful stimulus for personal development. It is obvious that personal qualities form unique, integral complexes in each case, which, depending on their nature, can be attributed to character traits, temperaments, psychological and social qualities.

It is important for a person and his organism to resist not only the factors that cause stress and lead to destruction, but also the effects of prolonged stress, which in some way relate to burnout.

K. Kondo believes that those who work passionately, with special interest, helping others for a long time, begin to feel frustrated, because they cannot achieve the effect they expected. Such work is accompanied by an excessive loss of psychological energy and causes psychosomatic fatigue and emotional exhaustion, and as a result – anxiety, irritation, anger, low self-esteem [13, p. 61].

According to A. Pines, E. Aronson, H. Maslach, P. *Thornton*, the most important personality traits that contribute to the development of emotional burnout are increased anxiety, low self-esteem, guilt feeling, external locus of control [9, p. 46].

Personal traits of emotional instability, timidity, suspicion, guilt feeling, conservatism, impulsiveness, tension, introversion are of particular importance

in the formation of emotional burnout syndrome [9, p. 54].

To the list of personal qualities that contribute to the development of emotional burnout syndrome E. Maher adds authoritarianism and a low level of empathy. There are contradictions due to the high level of empathy and burnout with the data on the relationship between low levels of empathy and high levels of burnout. Most probably, those individuals who make disproportionately high demands on themselves are at risk of developing emotional burnout.

Since the teaching profession is at risk of burnout, every educator needs to take care of themselves, having the techniques of self-regulation. Self-regulation is the management of one's psycho-emotional state, one's influence on oneself through words, imaginary images, and the control of one's breathing and muscle tone. It helps to relieve emotional tension, activate their activities, and restore strength.

Professional burnout is not inevitable. In order not to fall victim to the syndrome, you must, above all, take a correct view of yourself, other people and your work. Certain steps need to be taken to prevent, reduce or eliminate emotional burnout. It is necessary to increase and awaken personal resources that help to overcome life and work stresses. If the degree of risk of burnout is high, along with self-help techniques, it is advisable to seek the support of a psychologist.

K.M. Levitan emphasizes that emotional loads in pedagogical activities do not arise from time to time, but constantly, at any stage, in determining the degree of encouragement and punishment, conflict resolution, choice of methods and techniques of teaching, education, etc. The daily work of the teacher is accompanied by great mental strain, as all the time puts before him new difficult tasks without enough time to think or calculate the most successful solution. Every teacher has situations/ expectations of situations, having a strong emotional color, and which he seeks to avoid.

Inclusive education expands the personal capabilities of all children, helps to develop humanity, tolerance, willingness to help peers.

Inclusion is not just about the physical presence of a disabled child in a secondary school. This is a change in the school itself, school culture and the system of relations of the educational process participants, close cooperation between teachers and professionals, the involvement of parents to work with the child.

Russian psychiatrist P. Sidorov gives recommendations, following which, you can prevent the emergence of emotional burnout:

- 1) the definition of short-term and long-term goals (this not only provides feedback, which indicates that the person is on the right way, but also



- increases long-term motivation; achievement of short-term goals);
- 2) the use of “time-outs”, which are necessary to ensure mental and physical well-being (study leave);
  - 3) mastering the skills and abilities of self-regulation (relaxation, goal setting and positive internal language help to reduce the level of stress that leads to burnout);
  - 4) professional development and self-improvement. One of the ways to prevent the development of emotional burnout is the exchange of professional information with groupmates, which gives an idea of the wider world than that which exists within a particular team;
  - 5) backsliding on unnecessary competition (there are situations when they cannot be avoided, but excessive desire to win generates anxiety, makes the student aggressive, which contributes to the emergence of anxiety);
  - 6) emotional communication (when the student analyzes his honors and shares them with others, the probability of burnout is significantly reduced or the process is not so pronounced);
  - 7) maintaining good physical shape, it should not be forgotten that there is a close connection between the state of the body and the connective tissue: improper nutrition, abuse of alcohol, tobacco, weight loss or obesity exacerbates the development of emotional burnout.

As a result of self-regulation, three main effects can occur:

- 1) calming effect (reduction of emotional stress);
- 2) the recovery effect (weakening of manifestations);
- 3) the effect of activation (increased psychophysiological reactivity).

Due to self-regulation and autogenous training, the student will be able to manage his psycho-emotional state in any situation that can lead to the emotional burnout syndrome.

Also an important direction in preventive work is informing about the causes and signs of emotional burnout and about publicly available methods of helping oneself to maintain professional health.

V. Boiko formulated the rules of emotional behavior, which help to achieve a successful emotional regime without the consequences of burnout:

1. To show concern for the attractiveness of their appearance, this reflects the intellectual, emotional, moral and volitional state of mental health. A positive external image saves energy costs by communication

2. To overcome the duality and uncertainty of the emotions expression in communication. The professional in the field of human relations should develop such an expression that would be sufficiently informative and communicative for the partners and at the same time economical. The emotional expression of a professional should be adequate to the current circumstances and allow the partners to avoid uncertainty in communication. To do this, V. Boiko recommends developing the following habits: to strive to ensure that communication is filled with lively and sincere emotions, to give up “facial masks” that hide a genuine attitude to events, and not to show off.

3. Do not overload emotions with energy and content: to avoid insincere emotions while communicating with “difficult” (unpleasant) people; to reduce the tension of their emotions, moving to more moderate variants of their manifestation, to turn overwhelmed by the energy and content of emotions in a more positive and constructive form.

4. To look at your emotional stereotypes (your usual expression) from the outside, to self-critically evaluate them and use all available means to avoid defects.

5. To eliminate the reasons that prevent you from establishing emotional contacts with other people: do not “advertise” your unhappiness, do not “get stuck” on problems and bad feelings that are transferred to others, do not exploit others to solve their own problems.

6. To trace the semantic content of the transmitted emotions [3, p. 186].

One of such resources is also the psychological competence of the individual, the level of his psychological literacy and culture, and personal resources, which include: active motivation to overcome, attitude to stress as an opportunity to gain personal experience; self-esteem, self-respect, personal significance; active life attitude (the more active the attitude to life, the greater the psychological stability in stressful situations); health status and attitude towards it as a value.

Thus, in the conditions of inclusive processes development in general education, new requirements to professional abilities of activity of the secondary school teacher considerably becomes more difficult. Stability and quality of professional activity are related to the peculiarities of the psychological readiness of the teacher to change.

It is known that psychological readiness for professional activity is formed in the process of professional training. At the same time, psychological readiness is a condition for the effectiveness of a teacher’s professional activity.

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## **INCLUSIVE TOURISM IN THE CONTEXT OF MUSEUM PEDAGOGY DEVELOPMENT**

The system of inclusive tourism in modern conditions is a rather complex and dynamic phenomenon that needs its new understanding and interpretation in accordance with the legal framework, modern educational paradigms, concepts of inclusive education etc.

In our opinion, inclusion is a complex concept that includes social and educational components. Public inclusion has emerged as a result of the transition of society to a new concept of social policy, based on the social model of disability. The consequences of such development are social equality, which allows all people, without exception, to participate equally in public life, to feel their significance [1, 1-2].

It is known that currently the term “inclusive tourism” is defined neither scientifically nor practically. This phenomenon is also called the “tourism for all”, “accessible tourism”, “tourism for the disabled”, “invatourism”, “paratourism”, “barrier-free tourism”, “rehabilitation tourism”, “Correctional and educational tourism” etc. In addition, the term “adaptive tourism” is used.

Among the numerous ideas of the concept of inclusive education, our attention is drawn to increasing the degree of student participation in the educational process and extracurricular activities and at the same time reducing the level of isolation of some students; recognition of the role of schools not only in improving the academic performance of students, but also in the local communities development; development of partnerships between schools and local communities; recognition that inclusion in education is one of the aspects of inclusion in society [1, 3].

In this sense, it is important to take into account the phenomenon of museum pedagogy, which allows a new understanding of the essence of inclusive tourism from the standpoint of museum and museum space, creating an effective environment of interaction, focusing on various aspects of effective communication with different target groups.

These issues are insufficiently researched in the domestic educational space, because inclusive tourism in the context of museum pedagogy is, at first glance, a more functional problem. Some studies of various aspects of inclusive tourism are found in the scientific research of N. Belousova, O. Voloshynska, M. Dementieva, L. Luzynska, A. Matseliukha, D. Petrov, I. Sandovenko, M. Svarnyk, E. Kholostova and others.

Single issues of organization of museum-pedagogical activity in the context of tourism are considered in the works of A. Zaiadach, R. Kostro, B. Prabutskyi, O. Radionova, A. Shevliahin and others.

However, in our opinion, this issue is much more complex, because it includes a number of important components, among which we can highlight the inclusive educational space, museum and pedagogical technologies, universal design and more.

In this context, it is important to note that four key aspects are important for understanding inclusion:

1. *Inclusion is a process.* It should be seen as a continuous search for effective ways to take into account the issue of diversity. Inclusion teaches to coexist with differences, which are seen as an incentive to encourage children and adults to learn (N. Andriichuk, O. Voloshyna, N. Halytska, B. Gershunskyi, M. Zakharchuk, A. Kolupaeva, N. Sofii, N. Teplova etc. .);

2. *Inclusion is aimed at identifying and removing barriers.* It provides for the collection, generalization and evaluation of information from a large number of different sources in order to improve educational policy and practice, encourage children and adults to learn (I. Dmitrieva, N. Yesipova, T. Illiashenko, O. Pluzhnik, T. Skrypnyk, O. Taranenko);

3. *Inclusion creates the conditions for the presence, participation and achievement of all students.* The term “presence” means the place where children study and how regularly they attend the classes. The term “participation” describes the quality of their learning experience and therefore requires taking into account the views of learners. The term “achievement” refers not only to the results of tests or exams, but also includes learning outcomes within all curricula and programs (O. Vasylenko, A. Kolupaeva, A. Krykun, I. Lutsenko, O. Rasskazova, Yu. Shevchenko);

4. Inclusion requires increased attention to the “risk group” children who are likely to be excluded or have poor school performance. It is a moral duty to closely monitor groups of students who, according to statistics, most often fall into the “risk group”, and, if necessary, take measures to ensure their presence, participation and achievements in the general education system (L. Budiak, S. Kasprishina, I. Kuzava, T. Sak, V. Udych, M. Tchaikovskiy, O. Chopik).

Thus, today's understanding of the "inclusive" concept personifies a direct affiliation and applies not only to people with disabilities, but in general to all people involved in the process of pedagogical interaction. In the process of inclusion, a huge role is played by respect for oneself, for others, acceptance of the environment with their differences.

The purpose of our research is to study the principles of inclusive tourism in the system of museum pedagogy in Ukraine, which aims to dialogue, interaction, creativity, as well as taking into account individual differences in communication with different visitors in different contexts of their activities. In the study, we will not focus on the nosological features of inclusion in tourism, but mostly provide general characteristics.

The search for new forms of interaction between the museum and education gradually led to the understanding of the fact that the museum should be a "place of voluntary visit", where various activities take place with maximum consideration of the educational interests of the audience. Of course, this required and still requires changing the attitude of museum staff to such events, especially excursions and lessons. They should reflect the desire to "fall to the level" of the visitor, to travel with him to the world of the past, to encourage joint interactive interaction.

The idea of cooperation between education and the museum is not new: it is due to significant changes in their form and content. In turn, this stimulates the search for new aspects of the integration of museum and education in information technology, because the modern educational paradigm is characterized not only by improving the quality of education but also recognizing the diversity of knowledge of the world, the need to create a real "knowledge society" culture [5, 312–313].

The interaction of the museum with the field of education logically continues in the field of tourism, because one of the main functions of the museum is recreational. The same goes for inclusion.

According to scientists, the terms "inclusive tourism" and "tourism accessible to all" are synonymous, and the term "adaptive tourism" reflects the target orientation of tourism to people with special needs in tourism and services, and is used for travel in the natural environment. The term "barrier-free tourism" reflects the degree of accessibility of the objects of display and tourist infrastructure, which is mainly applied to urban tourism and sightseeing [16].

Most researchers believe that inclusive tourism for people with disabilities is a modern type of tourism that allows to include in tourism any person, regardless of their physical capabilities, taking into account the peculiarities of their physical and psychological condition and it is considered primarily

as a powerful means of active rehabilitation, which structurally includes medical, psychological, pedagogical, physical, professional, labor, physical culture and sports and social activities [12, 419].

In the context of the objectives of our study, we analyze some inclusive models, in particular, “Medical Disability Model” (MM), “Social Disability Model” (SM), “Geographical Disability Model” (GM), as well as “Model of social and physical rehabilitation of people with disabilities through inclusive tourism” in the context of factors and impacts of different types of rehabilitation.

The medical disability model was represented in the middle of the 20<sup>th</sup> century by T. Parsons, who suggested that disability is related to individual characteristics of a human and is his personal tragedy. The measures taken (medical procedures, rehabilitation) are aimed at maximum human improvement (adaptation to the environment).

Scientists note that this model has been criticized for focusing mainly on the causes of disability, as people with disabilities were portrayed here mainly through the prism of dysfunction, which made them feel stigmatized and less valuable to society [19, 210].

The social disability model is based on opposing assumptions. Its main thesis is the assumption that disability is not the result of individual characteristics, but the result of the existence of limiting factors in the environment (including social and mental barriers) that exacerbate human dysfunction and prevent its participation in the full spectrum of public life. Removing these barriers serves to improve the quality of life and ensure equal opportunities for people to function fully in society. The strength of the social disability model lies in the assumption that it is the disabled person should not adapt to the environment, but change the social conditions that will allow him to join the fullness of social life [19, 211].

An alternative in this context is the geographical disability model. Its main focus is on relationships: a disabled person is a geographical area, it takes into account both social and spatial aspects of the human environment, as well as the full range of social life, taking into account different degrees and types of disability, reduces social “tensions” associated with interpret disability as a process of social exclusion.

This model adopts an important paradigm, interpreting the needs associated with different types and degrees of disability, not as “special” but as one of many that arise in modern society. Therefore, their specificity should be taken into account in the universal design, i.e. the ability to create the most affordable facilities, places and utilities [19, 212-213].



Model of social and physical rehabilitation of people with disabilities through inclusive tourism in the context of factors and impacts of different types of rehabilitation involves the analysis of different types of rehabilitation through rehabilitation effects and the most important factors.

For example, physical rehabilitation involves recovery through physical activity and health technologies of adaptive physical culture, which is important in the process of recovery. In addition, an important role is played by psycho-emotional influence due to aesthetic suggestion from the elements of the natural and cultural environment, impressions of the tourist trip (hike).

In the social and socio-communicative rehabilitation it is necessary to change the nature and scope of communication, activities in small groups and the social role.

Social and domestic rehabilitation involves activities aimed at self-sufficiency, self-care and organization of life in terms of travel (hiking). The same applies to social and environmental rehabilitation, which requires mastering the technologies of effective functioning in different environments.

At the same time, social and pedagogical rehabilitation involves the acquisition of new knowledge, skills, abilities; social and cultural rehabilitation – excursions, competitions, photo exhibitions, various conversations etc.

Social and pedagogical rehabilitation determines social activation in the process of tourist activities, self-awareness, observation of the success of other people with special needs, the transformation of worldview.

However, to ensure the possibility of travel, hiking and excursions for people with disabilities, it is important to create the necessary conditions, to make tourism safe and accessible. The long-term goal of the inclusive tourism development, i.e. tourism accessible to all is to create such an environment in which all tourists can take an active part, regardless of their individual needs, age, physical and material limitations [9].

For the effective implementation of the ideas of inclusive tourism in the context of museum-pedagogical activities, in our opinion, the most important are the geographical disability model and the model of social and physical rehabilitation of people with disabilities through inclusive tourism, because they not only reflect current trends in education and culture, but also provide a modern understanding of current issues of full integration of people with special needs into the socio-cultural space.

According to the researchers, the determining criterion according to which people with disabilities choose one or another tourist route is the availability of the environment.

In this regard, a promising task for the development of accessible tourism should be the formation of such a tourist environment that would meet the needs of all tourists without exception, regardless of their gender, education and social status [3, 18].

In the context of Ukraine's integration into the European educational space, the successful solution of many vital tasks in the field of protection and preservation of cultural heritage significantly depends on the level of education, communication and competence of citizens. The first step to this, which is laid down from childhood, is to understand the historical process, the value of various cultural and historical monuments kept in museums. We assign an important role in this process to the development of museum tourism and museum education.

A potentially promising aspect of Ukraine's cultural and educational integration into Europe is tourism and museum development, as tourism best represents the country in the eyes of foreigners, revealing all its diversity, and museums help in the reconstruction of a special cultural environment with enlightening and educational influence, determines the means and methods of its activity.

Since the end of the 20<sup>th</sup> century universal model of the museum in foreign countries is the so-called "open museum", i.e. cultural and educational complex of the museum type, in which the functions of the museum are performed along with educational, upbringing and entertainment [14, 131].

These functions are consistent with the areas of museum tourism (cultural and artistic events, organization of creative workshops, evenings, creation of museum restaurants, bars, etc.), which is guaranteed to provide additional income and new resources for economic development of Ukraine, because the museum activity, on the one hand, significantly expands the offer of museum services for young visitors (as an embodiment of the non-formal education ideas), and on the other hand, sparks the interests of various population categories (often directly involved in interaction with museums) [4, 505].

Involving museums in this sense is interesting, because in the course of implementing various historical and artistic projects, the museum staff try to diversify the lives of residents and demonstrate their history, for example, as part of modern art or modern everyday history of the city.

The role of inclusive tourism is to expand the living environment (development of new natural conditions and new activities); health effects of the natural environment and psychophysical outdoor activity; increasing life potential, gaining new life experience, mastering new knowledge and skills; changes in the social situation of development: changes and expansion

of the social circle; changing the social role of the child (increasing the level of his socialization); increasing his scientific and cognitive activity; improving health by intensifying physical activity, interaction in a group consisting of children of equal social status; changing the degree of negative impact of the disease or defect on the level of life opportunities; obtaining valuable skills of existence in conditions of separation from civilization [10].

When studying current approaches to the organization of project work in an inclusive museum space, it is necessary to emphasize the importance of understanding the new mission of modern museums as open cultural and educational centers that should actively implement various cultural practices in the public space.

To do this, it is necessary to constantly expand the value of inclusive museum space, adapting it for visitors with special needs. This requires planning, development and implementation of inclusive museum-pedagogical projects, which should be not only local and closed, but also attract the attention of the public, staff of various cultural institutions.

In this regard, the researchers rightly combine the main directions of pedagogical technologies development in inclusive tourism, which can be coordinated with the museum-pedagogical context, which, in particular, is embodied in:

- system-targeted approach to learning;
- personal activity approach;
- game simulation;
- personality-oriented approach;
- concepts of developmental education;
- value-oriented teacher activities [10].

The organization of effective communication of museums with visitors provides such cultural institutions with special opportunities and significant potential in conducting educational activities, games and recreation (recreation).

In this regard, it is important to take into account the interests of different age, social and target groups, including people with special needs. It leads to the formation of the universal design concept. Universal design involves the design of all products and the environment for aesthetic use in the maximum possible way by all, regardless of age, ability or life status.

According to Article 2 of the Convention on the Rights of Persons with Disabilities [8], the design of objects, programs and services is universal, designed to make them as usable as possible by all people without the need

for adaptation or special effort. In the museum space, the principles of universal design should not only apply to the appearance of museums, but also demonstrate it inside.

A modern museum can not only provide people with special needs with free access to their exhibitions, but also create conditions for self-realization, provide informal communication, expand the worldview, exchange impressions, engage in an active lifestyle.

The example of museums can effectively use an interdisciplinary approach to various forms of activity, due to the integration of history, geography, literature, folklore and modern cultural practices.

The inclusion of the universal design principles in the museum space involves the following:

- all museum premises should be as physically accessible as possible, so that visitors can stay in the museum without any obstacles, using different accessibility routes that are suitable for them at the moment;
- Museum objects should be safe and placed in such a way that all visitors can view and interact with their contents – in particular, smaller objects should be in the front and large ones in the background;
- Tactile experience should be used as much as possible, for example, small-scale three-dimensional models of buildings or landscapes, include audio projections: explanations, environmental sounds or historical dialogue, speech with text scripts and open subtitles, compose text scripts, special itineraries for visitors, use specially adapted audio.

It should be noted that the introduction of the principles of universal design and inclusive programs in museums is constrained by several factors, among which are:

- firstly, the traditional inertia of thinking, when large initiatives are exposed to great resistance due to elementary misunderstanding of the situation;
- secondly, uncertainty and dispersion in the process of selecting the target inclusive audience, when the museum wants to include all inclusive groups in its space, but in reality does so superficially;
- thirdly, insufficient state support not only in funding but also in information support.

The application of the universal design principles in the museum space, first of all, should be done by designing appropriate museum-pedagogical programs focused on different inclusive groups. Among the most important points are the combination of different “zones of activity”, tactile interaction with objects-copies of museum exhibits, involvement in joint activities, because museums must include visitors in their space, depriving them of the role of passive observers [7, 198].

At the same time it is important to consider ways to implement recreational programs for people with disabilities:

- to invite all children to recreational programs;
- to ensure the architectural accessibility of the premises;
- to ensure software accessibility of training and activities;
- to teach the team to meet the individual needs of people with disabilities;
- to ensure joint activities that will promote positive equal communication with others;
- to strengthen friendly relations between disabled people and people without physical disabilities;
- to prepare people as leaders of integration;
- to approve the principle of integration as a duty of each participant [2, 25-26].

What are the advantages of museum tourism as a means of human socialization?

Firstly, tourism provides physical activity, which is important for new life opportunities, overcoming despair, stress, insecurity, treatment and prevention of psychosomatic diseases and maintaining physical health.

Secondly, tourism creates a complete environment of communication, including different people, establishing independent and diverse social contacts, forming different social roles. It eliminates feelings of inferiority, integrating children with disabilities into society, helps to form a confident and effective life position.

Thirdly, tourism normalizes the function aimed at restoring strength to perform production processes and household responsibilities, as well as human mental resources.

Fourthly, tourism is characterized by an active nature, which includes a variety of entertainment that helps to distract from the monotony of life and work.

Fifthly, tourism helps to get to know the world with its various manifestations and customs, to learn previously unknown natural phenomena, to meet new people.

Sixthly, ecological aspects of tourism as a type of activity contribute to the effective formation of a positive psycho-emotional mood, being a socializing factor: favorable climate, beautiful nature, proximity of water resources, the presence of natural monuments and monuments of material culture.

Seventhly, tourism provides an opportunity to harmoniously master the psychological and cultural activities: the aesthetics of nature, architecture, monuments of material culture, which contribute to the balancing of emotional experiences [10].

An example of the practical implementation and realization of museum and pedagogical tourism inclusive activities can be museum projects, which have recently begun to be actively implemented in domestic museum institutions.

In particular, the project with elements of inclusion “*Museum is open for renovation*” is noteworthy – a project that lasted for four months from November 2016 to March 2017 in Sloviansk (Donetsk region) and Lysychansk (Luhansk region) local history museums [13]. Renovation meant measures to modernize the methods and formats of the museum. This applied to exhibition activities and storage of exhibits, research, educational and communication functions.

The project was innovative and experimental. The main goal of the project was to reorganize the work of museums, strengthen the activities of these institutions. The main idea of the project was to transform museums into modern cultural centers that are actively involved in the life of their city and shape the humanist policy of their regions.

“Museum is open for renovation” is a research project which involved the curators in the museum work. They updated facilities, organized training for museum staff, developed and implemented a communication concept for each museum. The project resulted in exhibitions, a number of educational activities for museum staff and visitors and methodological recommendations for further development of museums.

A separate line of the project was the development and implementation of a communication strategy for museums, which allowed to monitor both the progress of the project and the daily life of the museum and to interest the wide audience, including people with special needs. Based on the results of the project, methodological recommendations for further development of museums were formed, as well as a method of project implementation that can be used by other regional museums [13].

In addition, on the basis of the Vasyl Krychevsky Poltava Local Lore Museum a regional seminar “Creating an inclusive museum environment” was held in 2019, which stressed the importance of creating an accessible cultural and educational environment for people with special needs, ensuring accessibility for relevant categories of visitors, organization of museum and pedagogical projects (for example, the museum-pedagogical project “EthnoArtMK”, helping museum staffs to reveal their creative abilities, coordination of their efforts with the public [15].

Another example is the annual Kharkiv festival “*InclusionON*”, organized by the human rights community together with cultural activists and government officials. In particular, in 2018, as part of the Days of Tourism in Kharkiv Museums, the main idea of the festival was to combat discrimination through visibility strategies for vulnerable groups (foreigners, people with disabilities, parents with children, elderly people, LGBT + etc.), because tourism concerns various aspects of our lives; inclusive tourism is a challenge to society and an opportunity to build public dialogue on the principles of respect for human dignity. The rich program of the festival included visiting excursions in inclusive groups of different nosologies, united by the ideas of inclusion and non-discrimination; participation in various museum programs, master classes, inclusive creative workshops; showing various examples of inclusive tourism opportunities [17].

Among others, we can mention the project “*Museum to the touch*”, implemented in 2018 by the K. Sheptytskyi Lviv Museum of Architecture and Life. The project logically combined elements of museum and recreational tourism, museum pedagogy and leisure pedagogy, focusing on various forms of work with students, including children with special needs, in the process of designing and developing introductory museum-pedagogical routes with elements of educational trails, master classes, quests, trainings, hackathons, thematic exhibitions, etc.

An important element of this project was the development of variable inclusive routes for different groups of visitors with special needs, an attempt to provide physical access to museum objects, because the open-air museum is an ideal place to expand the cognitive abilities of such children; a kind of platform for the exchange of experience and implementation of programs with the principles of inclusion, where specialists and the target audience will interact effectively [11].

Thus, the project “*Museum to the Touch*” was the first step for the skansen open air museum on the way to developing inclusive proposals for museum visitors, as the result was various forms of work with pupils and students,

developed guidelines for involving people with special needs in the educational process with appropriate adaptation,

Studying the preliminary results of this project, it is necessary to note the leading role of the skansen open air museums in the organization of various museum practices.

We believe that open-air museums, capable of combining different types of museums, different thematic areas of museum and museum space, different opportunities for physical activity for people with disabilities, can serve as ideal training centers for the development of full inclusive tourism.

We support Tchaikovsky's opinion that the system of different inclusive environments contributes to the formation of an inclusive educational space, where educational and interpersonal relations are realized, opportunities for personal and social development, socialization, self-development and self-change are provided, i.e. inclusive educational space is dynamic, because it forms and reflects the elements of a complex system of social relations of the educational institution, is characterized by subjective perception and is the result of constructive socio-pedagogical work [18, 80].

In our opinion, the development of modern inclusive museum tourism requires the solution of a number of urgent organizational tasks, among which are:

- creation of a wide range of additional services at museums of various forms of ownership;
- professional training of museum guides, able to conduct tours for visitors of all ages;
- involvement of professional managers in this field of activity;
- diversification of museum events: from entertaining and popular science to educational ones;
- optimization of the “leisure industry” penetration in the museum [6, 197–198].
- Activities that are more related to the internal work of museums include:
- study of different categories of museum visitors, their current needs and interests;
- improving the presentability of museum expositions by making them more accessible and attractive;
- increasing the functionality of museum collections, the universality of their construction and attraction;
- organization of days of culture and art festivals, various city holidays;
- implementation of educational and cultural programs for adults in various areas of museum-pedagogical / activity.



Thus, various aspects of the organization of inclusive museum tourism in Ukraine not only increase the number of visitors, but also ensure the attractiveness of domestic museums of various forms of ownership to develop and implement promising routes and museum inclusive tourism programs in creating an accessible environment at the infrastructural, informational and psychological levels, taking into account the individual differences of museum communication with inclusive visitors, as well as modern inclusive models.

In particular, it will open new opportunities for the integration of museum and pedagogical activities in the tourism business, will create conditions for the inclusion of museum institutions in the leisure services and their full development as inclusive tourism facilities.

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**A WEB-BASED FOREIGN LANGUAGE TRAINING  
OF OFFICERS AND PUBLIC SERVANTS  
IN POSTGRADUATE EDUCATION**

INTRODUCTION

Intensive changes in the public life of the country, military-political relations at the beginning of the XXI century, related to geopolitics, globalization of the world economy, its general electronic communication development and informational support, global and regional challenges, evolution of the Military Doctrine and security policy of Ukraine lead to new, more stringent requirements to the professional competence of modern personnel of the security and defense sector of the country.

Rethinking the process of professional training, development of professional competence is determined by the main program documents of the country and global trends of security, defense and law-enforcement agencies reform. An important aspect of such processes in recent years is the integration of special education with numerous metasystems (Partnership with NATO, Framework Programs for Interaction of Defense and Security Forces with Strategic Partner Countries of Ukraine, Association Agreement between Ukraine and the EU, etc.).

We consider the quality of postgraduate education of public servants and officers as a balanced system of compliance of the educational process, its results, goals, needs and social norms, which meet a certain set of indicators. Given the existing provisions in European education as a methodological guideline of domestic educational policy, the conditions for ensuring the quality of training are full, permanent, transparent and objective nature of monitoring the quality of education, including the educational process, personnel, methodological support, facilities, control of postgraduates etc., as well as accreditation of educational institutions, development and improvement of training standards and creation of conditions for the implementation of the principles of life-long education.

The global process of transition from the industrial to the new stage of human development - the information society - requires significant changes in many spheres of activity. First of all, this concerns the reform of education, modernization of which as a condition for Ukraine's transition to an innovative way of development involves a whole series of steps aimed at changing the content of the training structure of postgraduates. Today, the new conditions of professional activity require revision of both the general methodology and the specific methods and methods of teaching foreign languages, in particular for public servants and officers.

The analysis of scientific literature shows that many domestic and foreign researchers have studied the problems of postgraduates' foreign languages instruction, as well as the problems of their professional growth. For example, Muntyan has explored adaptive ways and conditions to provide individualized training of students in teaching foreign languages for specific purposes. According to her, regular implementation of public presentation held in a foreign language is an effective means of individualization of professional teaching. García has studied some aspects of language learning autonomy which include the relationships between learning styles of university students and different reading and navigational modes they use when faced by tasks requiring effective management of web-based information. In her doctoral dissertation the author has offered learning strategies that can help students to develop their reading modes in different genres of digital media, i.e. cyber genres. Kononenko puts forward a worldview approach to the summary of types of learning and their application based on C. Graves's Theory of Emergent Cyclical Levels of Existence. Some aspects of this work can be useful for elaborating ESP teaching strategies for individuals with different worldviews.

As it can be observed, the web-based foreign languages instruction for public servants and officers in the system of postgraduate education do not address in full scale. Neither do they meet the requirements and psychological demands of their learning environment. Thus, the aim of this research is to outline the web-base foreign languages teaching strategies in the post-graduate education of public servants and officers in the context of individualization and differentiation to satisfy the linguistic and professional needs.

A set of methods was applied to solve the problem: scientific and theoretical analysis and synthesis of foreign and domestic pedagogical, philosophical, psychological literature, comparative-historical method, structural method, generalization.

### **Informational educational technologies: concepts and definitions**

The electronic communication development and informational support of the education sphere becomes more and more important today and enters a new stage in its development. The learning process introduces new information, multimedia and other computer technologies. Accordingly, the issues on which the ideas about the capabilities of the computer significantly depend, including its place, role and functions in foreign languages instruction, are relevant. Hence, the significant trend in foreign languages instruction is the use of the variety of new approaches, methods and procedures; in particular those based on modern information technologies that fulfill informative, shaping, motivating, systematizing and controlling functions in the educational process.

Information technology (IT) is a set of methods, production processes and software and hardware integrated with the purpose of collecting, processing, storing, distributing, displaying and using information in the interests of its users [7, p. 256]. These technologies provide and support information processes, that is, processes of search, collection, transfer, storage, accumulation, replication of information and procedures for accessing it.

Information and communication technology (ICT) is often used as a synonym for information technology, although ICT is a wider term that emphasizes the role of unified technologies and the integration of telecommunications (telephone lines and wireless connections), computers, software, storage and audiovisual systems that allow users to create, access, store, transmit, and modify information [7, p. 257]. In other words, ICT consists of IT, as well as telecommunications, media broadcasts, all types of audio

and video processing, transmission, network management and monitoring functions.

Combining information and communication technologies, projecting them onto educational practice, it should be noted that the main task facing their implementation is the adaptation of a person to life in the information society.

Firstly, the introduction of ICT in modern education significantly accelerates the transfer of knowledge and accumulated technological and social experience of mankind, not only from generation to generation, but also from one person to another.

Secondly, modern ICT, improving the quality of education and training, enable a person to adapt more successfully and faster to the environment, to social changes. This gives each person the opportunity to get the necessary knowledge in the post-industrial society.

Thirdly, the active and effective implementation of these technologies in education is an important factor in the creation of a new education system that meets the present-day provisions and the process of modernizing the traditional education system in the context of the requirements of the post-industrial society.

The importance and necessity of ICT implementation in education is justified by international experts and scholars. ICT affects all spheres of human activity, but, apparently, they have the strongest positive impact on education, since they provide the opportunities for implementation of completely new methods of teaching and learning.

Since obsolete teaching tools and methods do not meet the current requirements and do not correspond to the trends of rapid development of scientific and technological progress, this encourages the implementation of innovative teaching methods and the use and adaptation of these technologies in the educational process. Particularly this problem is acutely encountered in the formation of professional skills of public servants and officers, since for the effective organization of their training, it is necessary to use a large number of visual materials and interactive means, which in turn contribute positively to the improvement of the educational goal achievement.

Didactic capabilities of electronic learning tools in the process of foreign languages instruction are designed to promote: better learning; the formation and development of different types of skills and abilities, namely, listening skills based on adapted and authentic audio texts, abilities of monologue and dialogical speech, skills and abilities of translation and annotation writing on the specialty, skills and abilities of reading with direct use of materials of the Internet and local networks; increase of informative capacity and

visibility; expanding active and passive dictionaries; acquaintance with the vocabulary of modern foreign language, which reproduces the culture of a certain country, its political and social structure of society; the formation of creativity, the development of creative activity of the learner; the formation of the motivation of cognitive activity, the need for using a foreign language in interactive communication; enhancement of the motivation of independent work; the possibilities of individualization and differentiation of work, choosing the pace and volume of educational material, the level of its complexity; to expand the possibilities of control with feedback and diagnostics, to increase its objectivity; creating a positive psychological atmosphere during independent work.

Software programs and their functions can be classified into training, auxiliary, instructional, reference, controlling, educational-game [6, p. 8].

An essential feature of all types of training software is their interactivity, the availability of feedback, which can be both external and internal. External feedback allows the teacher to monitor, evaluate and correct the interaction between the student and the computer. Internal feedback affords the students the possibility to make certain conclusions about the effectiveness of their own learning activities, provides the necessary assistance and clarification, and also, should the need arise, demonstrates the correct answer or way to perform certain actions [6, p. 45].

A significant number of electronic learning tools are multifunctional. These are electronic textbooks and tutorials that contain systematic teaching material in accordance with the requirements of the learning program, including a foreign language. The development of electronic textbooks is one of the leading activities of higher and postgraduate educational institutions, working on distance learning implementation.

It is worth emphasizing that one of the forms of learning with the use of the latest information and communication technologies has become distance education.

There are many definitions of this concept, so we will try, summarizing the experience of scientists, to clarify their definition of such a concept.

Distance education (DE), also known as education at a distance, arose in the world as a result of adaptation of the educational sphere to changing socio-economic conditions and in demand for new production relationships and situations.

Thus, according to O. Samoilenko, distance education is a universal form of learning that is based on the use of a wide range of traditional and new information and telecommunication technologies, as well as on technical means that create conditions for free choice of educational disciplines and

dialogue with a teacher for the students; herewith the learning process does not depend on the location of its participants in space and time [8, p. 31].

We share the opinion of V. Kukharenko that distance education is a type of educational system in which distance learning technologies are mainly used. Also, DE is one of the forms of education, with which the mastery of a particular level of knowledge in a particular specialty is carried out in the process of distance learning (DL)[8, p. 32].

### **An Application of Web-based Foreign Language Learning in Public Servants' and Officers' Postgraduate Education**

The implementation of distance learning requires the use of special pedagogical technologies for distance learning:

1) case technology is a pedagogical technology, based on the compilation of a typical or individual case containing a package with educational literature, multimedia video course, virtual laboratory and training programs, manuals, fragments of monographs with teacher's comments, control tasks in a form of tests, etc.;

2) television technology involves the use of multilateral video-teleconferencing, one-way video broadcasts;

3) Internet technology involves the use of video conferencing, Internet radio, Internet TV, voice mail, E-mail, chat rooms, forums [5, p. 49].

Such technologies are based on competency and personality-oriented approaches and use modern teaching methods: project method, situational learning, collaborative learning, problem-based learning, productive learning, brainstorming, pair and collective learning [5, p. 50].

In the process of foreign languages learning, it is expedient to use such technologies in various types of studies in information retrieval, experimental research and independent educational activities, in particular, in the activities for the purpose of processing received information, gaining knowledge and forming skills and communication skills.

The efficiency of work with public servants and officers depends on the creation of a special learning environment, team approach, psychological and collectable support, rationally selected training strategies. An important role belongs to a teacher who organizes and provides optimal learning conditions, a supportive atmosphere in such a group, a way of presenting a topic that would engage in activities, would be fascinating and not burdensome for a learner, would stimulate the absorption of information, promote the use of knowledge, the ability to relate them to the real life, and would assess achievements in a different way.



Recently, the number of programs and projects implemented in the field of information education has increased. The use of computer technology for foreign languages learning has greatly changed the approaches to the development of training materials for the course.

Introducing into the learning process of new information technologies contributes to the successful solving of such pedagogical tasks as:

- realization of the individualization of the educational process principle;
- increase the efficiency of students' cognitive activity;
- wide introduction of the interactivity principle.

In contrast to traditional, interactive learning based on multimedia programs allows most thorough implementation of a set of methodological, didactic, pedagogical and psychological principles, making the learning process more engaging and creative. Thus, the ability to consider the level of language training of those studying and to develop tasks of varying degrees of complexity within the framework of one program serve as a good basis for implementing the principle of individualization and a differentiated approach in teaching a foreign language. This ensures compliance with the principle of reasonable complexity and accessibility of tasks, considering the individual pace of work of each person.

The use of new information technologies in foreign language instruction provides active position of learners in the process of learning knowledge. A new kind of cognitive activity excludes passive perception of information. This is carried out during intense mental activity, which requires concentration and maximum attention, resulting in new knowledge.

For this purpose, it is necessary to use first of all problematic technologies. In particular, reception of the advance task when at the beginning of the lesson positively influences the quality of learning material: the teacher announces the topic and warns the students that they will draw into conclusions and explanations on their own at the end of the lesson or topic.

When preparing them for active perception of new foreign language material, the teacher is expanding the work on the disclosure of the content of the title of the topic or lesson.

Problematic situations are also appropriate when developing linguistic personality of public servants and officers in the atmosphere of foreign communication. They make it possible to switch their attention from the form of expression to its content and thus remove the initial communicative barrier. The presentation of educational problems should be carried out in different

ways, namely: by meeting with life situations, facts that require substantiation, the search for new means of foreign language communication; through the use of educational and life cases of real communication, which require analysis of the behavior of the native speaker, cultural phenomena; by setting up research tasks; by inducing the analysis of facts and phenomena of reality, to their comparison, opposition, collision with the perceptions of life and scientific concepts about these facts, for example, during the analysis of linguistic studies material; by promoting hypotheses and organizing their research, for example, during a role or business game on authentic material or in the process of working on a research project in a foreign language; through familiarization with facts that, at first glance, have no explanation [1, p. 109].

In the process of studying foreign languages with the public servants and officers it is necessary to use specially designed language situations that involve an open, insufficient solution of the main problem that prompts them to seek other possible solutions, the development of the situation at a new level and, as a consequence, new searches for expressing their thoughts in a foreign language.

The most linguistically powerful in terms of such language educational situation is considered the situation to which the teacher is involved as a participant. That is, the problem that arose is considered by him not as educational, but as real, which he had to solve along with learners [1, c. 26].

During the online course of foreign language teaching, a variety of linguistic educational situations are widely used - linguistic (what is (foreign language) for ...?; false friends of an interpreter; metaphors in terms; idiomatic expressions; proverbs in texts), professionally oriented (received instruction in a foreign language; got new materials; work planning meeting; emergency situation), socio-cultural (organization of foreign guests visit; corporate strategy; corporate social responsibility; global campaign and its functioning in socio-cultural context), methodological (how to find information; how to check your translation; how to write a CV).

Today, foreign language teachers are actively using modern technologies of brainstorming and rolestroming [2, p. 8].

Brainstorming is an operational method of solving the problem by stimulating the creative activity of learners, encouraging them to express orally or in writing as many solutions as possible. In essence, brainstorming is a method of expert evaluation. In the technology format, to the main stages of the brainstorming deployment (problem statement, idea generation, grouping and evaluation), a phase of synchronization of the participants' actions according to their recognized pattern (image) of assessed process

(process pattern recognition) and the final adoption of a single joint decision [2, with. 9].

The technology toolbar for the brainstorming contain problematic issues, illustrations and presentations with uncertain data, video clips, comics, and demonstrations. During the generation and selection of ideas, the following modular-local pedagogical technologies of teaching foreign languages are used: interactive –“2-4-all together”, “PRES method”, “take a position”, “jigsaw”; development of critical thinking –“true or false”, associative circuit, intelligence cards, T-schemes, etc. [3, p. 9].

A type of brainstorming is rolestorming, a technology that differs only in the way that during a brainstorming person or group of individuals generates ideas in accordance with a predetermined roles and position. This approach is used when the learners are not certain in expression of their own point of view on a particular problem. By giving them the opportunity to hide behind the avatar (an expert on a particular issue of this problem, ordinary citizen, consumer, buyer, manager, psychologist, sociologist, etc.), the teacher receives greater effectiveness from generating a variety of ideas by learners [3, p. 10].

Certain pedagogical technologies of teaching foreign languages can be used at each stage of learning a foreign language, and the positive effect in the development of public servants and officers, as the research showed, was provided by training technologies.

The conceptual idea of training technology in general is to create proper conditions for the transition of information to the personal experience of the training participant. According to the goals of foreign languages studying by public servants and officers, the two most effective types of training can be presented as a method of training and as training on form of active learning. The main purpose of these two types of training is to form specific foreign language skills.

The technology of organizing and conducting the training is implemented in the following way:

Problem statement → learners’ awareness of the need to learn a foreign language → organization of the system of exercises to gain experience in solving certain educational problems (verbalization, automation and autonomy) → reflection of gained experience [3, with. 38].

During properly organized training technology, public servants and officers reaches a rather high level of self-awareness, reflexivity, self-discipline, personal responsibility. For this purpose, a variety of training sessions can be used—pronunciation training, speech training, reading training, writing training, contact making training.

Elements of self-education training, as well as training on discussion issues are also expedient. [3, c. 39].

In its turn, the creative nature of educational and cognitive activity contributes to the development of cognitive autonomy of public servants and officers, the formation of skills for self-replenishment of knowledge, search and orientation in the flow of information.

It should also be noted that the visualization of educational material or creation of a learning environment with a clear presentation of information, using color and sound, affecting the emotional and conceptual spheres, contribute to more profound mastering of a language.

Information and communication technologies at the same time stimulate several channels of perception, better support learners' attention, contribute to reducing fatigue and provide the necessary relaxation. In turn, the combination of visual perception of the text and sound series provides great opportunities for the complex development of speaking skills in a foreign language. This process is interactive, thanks to the possibility of two-way communication, a dialogue with the computer, when a learner and a computer can ask each other questions, receive answers when computer can give corrective tips and it is possible to ask for help.

The great advantage of automated training systems is their ability to record, store and analyze responses, provide help when it is necessary, provide a gradual and continuous evaluation of knowledge, and determine the success of learners' work, that is, to implement a more flexible control system for acquisition and assessment of knowledge. Along with this, the availability of various keys to the programs also provides an opportunity to carry out self-monitoring. Creating quality training and controlling programs is a complex process that requires a lot of time and effort from foreign language teachers, linguists and methodologists, as well as specialists in the field of information technology. The result of such creative work is multimedia software that can be used both in the traditional method of teaching a foreign language and in distance learning.

In addition, the introduction of computer networks in the majority of educational institutions and private homes in recent years has provided more and more people with the opportunity to develop their language skills using techniques that were not possible until recently. One of the innovations in teaching a foreign language is the use of a virtual classroom, or so-called object-oriented environment, designed for multiple users.

Thus, in the process of foreign language training of public servants and officers, it is necessary to use interactive technologies of teaching foreign

languages, such as: cooperative training, collective-group training, situational training, elaboration of debatable issues, etc. In addition, such technologies make it possible to focus the learner, not only on speech, but on the problem, to shift the emphasis from the linguistic aspect to the content.

### **Conclusions**

The challenges of the Digital era, the growing spread of information technologies, the transition of Ukraine's security, defense and law-enforcement agencies to NATO standards and modernization of the Ukrainian Defense Force have all influenced the process of language teaching and learning. In our case foreign languages instruction of public servants and officers in postgraduate education is slightly moving from organized language courses to in-service language trainings that serve the life-long learning of an officer and provides a base for a continuous update of language competence. This research examined the web-based learning environment focusing on Internet technologies and pedagogical aspects. It also discussed what requirements to this type of language instruction linguistic material should meet in order to adopt it to a distance learning course. In summary, it can be argued that due to a change in the society and the big boom in ICT the emphasis shifted from learning in a class towards learning individually or via web-based technologies, focusing on life-long foreign language learning. A web-based virtual classroom with an access from distance would presumably satisfactorily serve the needs of public servants and officers' foreign language training. The application of a web-based foreign language learning course in the system of postgraduate studies could hopefully efficiently contribute to the training of public servants and officers with good language and computer skills and competences.

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**SECTION III**  
**SOCIAL SERVICES TO PEOPLE WITH DISABILITIES**  
**IN THE COMMUNITY**

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**RISK OF YOUNG PEOPLE EXCLUSION FROM SOCIAL LIFE**

**Definition of “social exclusion”**

Social and economic reforms that have been recently implemented in Ukraine cause the polarization of society, new factors of social inequality. There is a significant gap in the provision of economic, social, cultural, qualification and other types of resources to different groups of the population. In a certain part of the Ukrainian population, these resources are practically absent, which is the reason for social exclusion.

The category “social exclusion” has been introduced into scientific use relatively recently. The Ukrainian language analogues of the term are: social rejection; exclusion from public life; isolation; desocialization [47].

Social exclusion (social rejection, exclusion) is defined as the process of marginalization of individuals through limiting access to the main social institutions of society. At the same time, it limits the participation of an individual or some social groups in the main aspects and activities of society [49].

Social exclusion presupposes the absence or limitation of resources and rights of individual communities, resulting in their inability to participate in the life of society, which affects the life quality of socially excluded people [20, p. 4]. The concept of social exclusion as a process of certain social groups’ marginalization is not limited to poverty, but shows a break in social ties and characterizes the level of society integration [72].

At the macrolevel, social exclusion manifests itself as disintegration, accompanied by the severance of social ties and the loss of social cohesion. At the level of individual groups it is characterized by marginalization, which leads to economic deprivation and different variants of social and cultural

inequality, i.e. the exclusion is the result of the interaction of various factors [48, p.44]. A significant proportion of the socially excluded people are marginalized individuals (drug users, former inmates, homeless).

Factors of social exclusion can be: lack of access to medical care, chronic health problems, disability, poor nutrition, geographical remoteness of the settlement etc. From the point of view of the social dimension, the following have a negative impact: unstable family status, lack of social institutions, low level of education, asocial behavior.

The consequence of social exclusion is the social isolation – the inability of people to participate in society, which has several dimensions: economic, political and social ones [20, p. 20]. M.Yu. Yefrolova singles out the *multidimensional social* exclusion as one of the key factors of social exclusion, providing for the exclusion of the individual from the network of social objects, i.e. the impossibility to get education, use medical services, the remoteness of objects (shops) or centers for the provision of social assistance or low quality of services [20, p.20];

The phenomenon of social exclusion is of relative character, as it is related to the social inequality. The more inequality is expressed, the more acute is the subjective feeling of social exclusion among vulnerable groups [46].

Violation of social equality of certain categories of the population in Ukraine is caused by the following circumstances: [48, p.123]:

- insufficient resources for the social sphere due to budgetary constraints, as well as the lagging rate of renewal of existing social standards from the dynamics of economic development, in particular, the cost of living and functioning of social infrastructure;
- the existence of a “shadow” system of social services provision based on illegal use of state property, misuse of social allocations and unofficial payment for social services;
- the declarative nature of social plans and projects due to the lack of an effective system for monitoring the intermediate and final results of their implementation;
- low civic activity of the population and the steady consolidation in the mass consciousness of a false stereotype about the need to redistribute public goods in order to establish equality and fairness in the distribution of income and property; increased influence of corporate groups with significant resource potential and wealthy social groups of society on the formation of distribution mechanisms of social policy.



Exclusion of a person from social life (social exclusion) is the lack of opportunities to meet the needs in social protection, health care and communication with others. The first group of reasons for exclusion is independent of the individual and is related to social and economic factors: undeveloped social infrastructure or its uneven territorial location, lack of communication means, poor quality of social services. The second group of causes is related to the individual characteristics of individuals or groups, in particular, low incomes, physical limitations, and certain psychological attitudes [46].

### **Social exclusion of disadvantaged categories of youth**

Social exclusion is a phenomenon closely connected with the processes of identification and self-identification of an individual. People tend to divide people around them into “us” and “them”. Due to this, a person joins a certain group, which has two components: *first*, a person himself/herself must belong to this group, and *second*, the group must recognize such belonging. If there are no obstacles, the person becomes a member of the group and is involved in joint actions with it (which forms inclusion). Separating strangers who are not included into a certain group or community forms an exclusive situation [21 p.113].

Social exclusion is accompanied by stigmatization of individuals and social groups, leads to self-isolation, marginalization of identity and is reflected in standardized patterns of social behaviour of the excluded. According to the presence of personal and social factors in certain social groups that provoke social exclusion, certain “exclusion” groups can be identified. The analysis of the social needs and limitations of groups of young people with social risks is important both for the analysis of social exclusion and for the development of social engagement policies.

### **Young people with disabilities**

Young people with disabilities, through specific social and medical needs and problems, have certain limitations on the socialization of the individual, which makes it difficult and sometimes impossible for them to adapt and support themselves. This category of young people is in a “social exclusion zone” and needs social support.

The cause of disability is the unfavourable situation in which a person finds himself or herself as a result of certain developmental defects, which partially or completely deprive him or her of the possibility to perform a role in society that is usual for this or that age, gender and socio-cultural environment,

the satisfaction of cultural needs, leads to social inferiority or social defect and destroys the process of socialization and integration into society.

*A person with a disability* is a person with a persistent impairment of bodily functions, which in interaction with the external environment may lead to a limitation of his life activities, thus the State is obliged to create conditions for the exercise of his rights on an equal basis with other citizens and to ensure his social protection [66].

The causes of disability are general illness, disability from childhood, industrial accident (work injury or other health damage), occupational disease, injuries, contusions, traumata and diseases.

There is no distinction between the category “*young persons with disabilities*» in legislative documents and departmental statistics. This category includes children with disabilities aged 14-18 and persons with disabilities aged 18-35. Ukraine does not have a single information system on socio-demographic characteristics and social security specifically for young people with disabilities.

According to the Ministry of Social Policy of Ukraine as of January 01, 2019 the number of persons with disabilities in Ukraine was 2659,7 people or 6.3 % of the total population, compared to 6.1% in 2013 and 5.3% in 2006. The number of persons with disabilities increased in Ukraine during 2018 by 24.1 thousand people [78].

A significant proportion of persons with disabilities are children with disabilities. In particular, as of January 01, 2019, there were 161,594 children or 2.13 % of the total child population, including 16,208 children who were first-time disabled in 2018 [44].

Currently, the State Statistics Service of Ukraine does not provide official statistical data on the distribution of youth with disabilities (age group 14–35 years).

There are also no official statistics on the distribution of young people with disabilities in residential homes for the elderly and persons with disabilities. Thus, in the system of the Ministry of Social Policy at the end of 2018 there were 284 nursing homes for the elderly and persons with disabilities, 42 of which for children and youth. During 2018, there were 3,312 persons aged 18 to 35 in the nursing homes, which accounted for 7.2 % of the total number of persons in these institutions [78].

Young people with disabilities face problems in almost all spheres of life. The main problems of disabled people of different ages are identified in the reports on the situation of people with disabilities prepared by the Ministry of Social Policy in 2008 and 2013 [69].

*Inaccessibility of the environment.* Almost all residential and public premises, all types of public transport are inaccessible for people with disabilities. There are still obstacles and barriers both inside and outside public places: sidewalks, side streets, pedestrian crossings, transport stops. Information, communication, electronic and emergency services are not sufficiently adapted to the needs of disabled persons. Elevators and intercoms in buildings are not equipped with video or other devices to transmit text messages to communicate deaf persons with the dispatcher or the visitor.

*Employment.* Most people with disabilities remain unemployed or have quit trying to find a job; a significant proportion of people with disabilities are underemployed, receive wages lower than the minimum one or work in jobs that do not meet their educational and qualification level. There are practically no employers' offers of work at home. It is almost impossible to find work for people with mental illness or intellectual disability.

*Education.* People with disabilities have problems in obtaining education: mainly educational institutions are not adapted for free movement and organization of education for people with functional limitations. The education of people with disabilities in specialized educational institutions makes it difficult for them to integrate into society.

*Health care.* It is a challenge to provide people with disabilities with the specific health services they require as a result of their disability, including rehabilitation and prevention services.

*The information space.* There is almost no official communication with people with special needs: sign language (used by people with hearing impairment), Braille alphabet (used by people with visual impairment). The state does not encourage private enterprises that provide information services to introduce accessible and acceptable forms of information for people with disabilities.

The main social risks for children and youth with disabilities are concentrated in 8 main areas (76):

- *material support* (the difference between the real minimum subsistence level and the established disability benefits, the lack of implementation of statutory benefits and the shortage of some additional benefits, the lack of free provision of technical and medical treatment, rehabilitation, compensation for shortcomings and diseases);
- *medical services* (insufficient quantity and quality of free treatment, prevention, rehabilitation and early diagnosis, lack of specialized institutions and qualified specialists, especially in small settlements,

- lack of health improvement and resort treatment measures, in particular, lack of vouchers for children with parents);
- *psychological assistance to children and parents* (lack of appropriate institutions and specialists, logistics and information and methodological support for innovative working methods);
  - *education and vocational training* (lack of special groups in kindergartens and special classes in general education schools and special schools, especially in small settlements, insufficient quality of home-based education and special training for teachers, and insufficient vocational training institutions and opportunities for free further education);
  - *employment of children and parents* (failure to comply with legal employment quotas, lack of special jobs, acceptable working conditions, lack of opportunities for home-based work, specialized enterprises, ineffectiveness of measures taken by the State Employment Service);
  - *communication and engagement in favourite activities* (lack of clubs, day centres for social adaptation, centres for the socio-psychological rehabilitation of children and young persons with disabilities, creative workshops, etc., innovative forms of work – self-help groups, special shifts in recreation camps, and other forms of work by State and public organizations dealing with disability issues).
  - preparation of children and young persons for independent life (lack of social adaptation centres, socio-psychological rehabilitation centres for children and young persons with disabilities, vocational guidance and training institutions, employment promotion activities, establishment of specialized dating services, etc.);
  - *free movement* (failure to comply with the requirements of legislation on the adaptation of building structures and transport to the needs of people with disabilities, certain lack of transport benefits).

Let us consider in more detail the main problems and specific needs that can cause social exclusion of young people with functional limitations from the social environment.

*Health.* The most problematic for people with disabilities is the provision of the specific health services they need through available diagnoses, including rehabilitation services, at an appropriate level.

The declared right to receive free medical care is practically absent: access to medical care is limited and depends on the level of income, social status or place of residence of young people with disabilities. People with low income,

to which the vast majority of persons with disabilities belong, are usually unable to pay a health worker for better services, to pay for a procedure or for their stay in hospital, to purchase necessary medicines [46].

Problems faced by young people with disabilities in the health system [46; 69]:

- Inability to access health care facilities, including due to the lack of ramps or their inadequate quality, especially for spinal cord and musculoskeletal disabled persons;
- the lack of health care institutions in rural areas forces the disabled to travel to the district centre by transport unsuitable for them.
- when periodic hospitalization is necessary there are problems with free provision of necessary medicines, preparations and special means;
- there is no system of specialized social and pedagogical services aimed at providing specialized care in accordance with the specific diseases of persons with functional limitations.

Access to medical care for children and young persons with disabilities remains limited and depends on their income, social status or place of residence. Families raising children with disabilities mostly have a low level of material support and as a rule are not able to pay a medical worker for better services, to pay for a procedure or stay in hospital, to purchase necessary medicines [11].

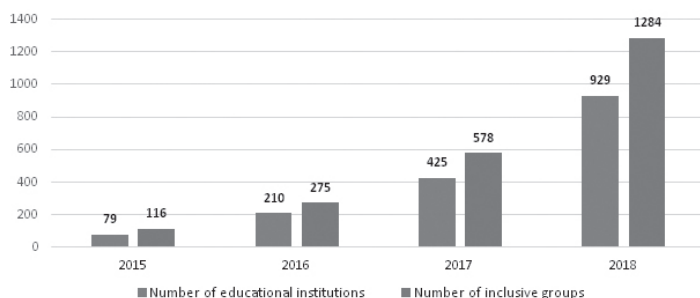
The current system of health care and social support in Ukraine is not sufficiently adapted to the needs of persons with disabilities and their family members.

*Education.* The formation of the personality of young people with disabilities, their socialization, socio-psychological rehabilitation and labour adaptation is carried out in educational institutions.

In order to ensure the right of children with disabilities to equal access to education, amendments have been made to the Preschool Education Act with regard to the creation of inclusive groups in preschool education institutions. The Education Act guarantees the education of persons with special educational needs throughout their life, starting from preschool age. From 2017 the development of inclusive education was included in the priority areas of the «New Ukrainian School». All this is aimed at introducing inclusive education for children with disabilities in preschool and general secondary education institutions and the functioning of special classes in general secondary education institutions. [11, p.62].

As a result, the number of children with disabilities in preschool education institutions is growing: while in 2015 there were 8,357 children with disabilities in preschool education institutions, in 2017 there were 9447 such children. The

network of preschool education institutions (groups) of a compensatory type and institutions with inclusive and special purpose groups has expanded. By the end of 2018, the number of pre-primary education institutions that had inclusive groups doubled compared to 2017. And the number of inclusive education groups more than doubled (Figure 1) [44].



*Fig. 1. Dynamics of inclusive development indices in preschool education institutions in 2015–2018.*

*Source: data of the Ministry of Education and Science of Ukraine.*

One of the priority areas of the New Ukrainian School is the development of inclusive education. In 2018/2019 general secondary education was received by: 11,866 students in inclusive classes; 6,230 students in special classes; 37,787 students in special schools; 12,115 students with special educational needs in the individual form of education. Over 3 years, the number of inclusive classes has increased in 3.1 times, the number of schools with inclusive classes has increased in 2.5 times, and the number of children receiving education has increased in 2.8 times [83].

The method of joint education of healthy children and children with disabilities is the most progressive (when there are no medical contraindications). The organization of inclusive education requires free access of children with disabilities to educational facilities. Thus at the beginning of 2012 about 20.0% of the total number of educational institutions in the education system were accessible to children with disabilities, 45.0% - partially accessible [69]. By the beginning of 2019, 80% of general secondary education institutions had unimpeded access for people with disabilities to the ground floor (12,369 institutions out of 15,403) [44].

The state guarantees persons with disabilities vocational and technical education at a level that corresponds to their abilities and capabilities. All other things being equal, disabled people have a preemptive right to enroll in vocational schools.

During 2011–2017, the number of people with physical and mental disabilities studying in vocational (technical) education institutions decreased, which is due to the reduction in the number of such institutions and the number of students in them. For example in 2015 the number of people with physical and mental disabilities studying in vocational (technical) educational institutions was 5,368 students (or 1.8% of the total number of students in vocational education institutions), and in 2018 – 4 617 [11, p.64].

The legislation of Ukraine provides benefits for people with disabilities when entering universities, but their number in Ukrainian universities in recent years is declining. Thus, in the 2012/2013 academic year 18,825 students with disabilities studied in universities of the I-IV accreditation level, which was 0.87% of the total number of students of higher educational institutions, and in the 2018/2019 academic year the number of students with disabilities decreased by 32% and amounted to 12,788 people (0.98% of the total number of students) [78].

Although a number of measures and legislative initiatives are being implemented in the system of ensuring the right to education of children with disabilities, problems remain. Thus, there is a mismatch between the content of education in general secondary education and special education institutions; lack of pedagogical staff and other medical and social staff to work in inclusive education; lack of special equipment needed to provide correctional and developmental services to children with special educational needs; lack of awareness of the existing changes in the legislation on additional support for children with special educational needs in the context of inclusive education [11, p.64].

*Education in boarding schools.* Some children and young people with disabilities are brought up in boarding schools.

The Ministry of Health has infant orphanages that provide education and upbringing for children from birth to 3-4 years of age. Children who have the status of a child with a disability at the age of 4 are transferred to boarding schools of the Ministry of Social Policy for education and upbringing. Children with disabilities who do not have serious developmental disabilities receive general secondary education in boarding schools of the Ministry of Education and Science.

Complete general secondary education of persons with disabilities in Ukraine mainly takes place in special schools (general secondary education institution for children in need of physical and/or mental development), sanatorium schools (general secondary education institution with a relevant profile for children in need of long-term treatment), schools of social rehabilitation (general secondary education for children who in accordance with the court decision require special conditions of education) and training and rehabilitation centers (general secondary education for children with special educational needs due to complex developmental disorders) [64]. Studying in such institutions further complicates their integration into society, as the lack of proper education makes them dependent on the social protection system.

In the system of the Ministry of Education and Science of Ukraine there are special boarding schools where children with disabilities study. In 2017/18 academic year in Ukraine there were 296 such institutions in which 34,771 children studied [11, p.44].

**Table 1**  
**The number of special boarding schools and the number of their students, in the 2014/15–2017/18 academic years, at the beginning of the year**

	Number of institutions	Total number of students	Number of children who come only to study, persons
2014/15	299	34325	1239
2015/16	296	34771	1027
2016/17	294	35412	1585
2017/18	296	34771	1027
including for children			
mentally retarded	151	16352	408
blind	5	576	–
with reduced vision	16	2814	57
deaf	22	2114	59
with hearing loss	15	1895	67
with the musculoskeletal system disorders	10	1521	143
with severe speech disorders	9	1726	91
schools of intensive pedagogical correction	17	2252	11
training and rehabilitation centers	51	5521	191

Source: data of the Ministry of Education and Science of Ukraine.

**Note:** 2014–2017 – excluding the temporarily occupied territory of the Autonomous Republic of Crimea, the city of Sevastopol and part of the temporarily occupied territories in Donetsk and Luhansk regions.

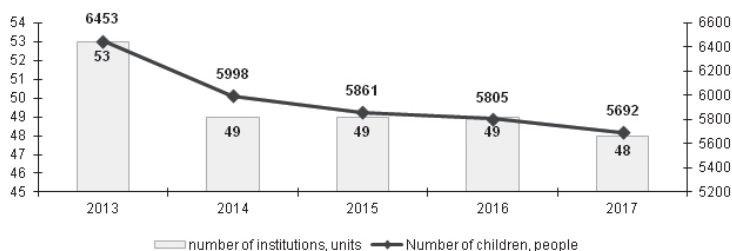


Of the total number of pupils of special boarding schools in 2017/18 academic year only 1,027 children (3.0% of the total) came to school only for education, the vast majority of children both studied and lived in boarding schools.

It is expected that by 2022, all children enrolled in special schools for children with mental retardation will gradually move to regular schools. Previously, they will study on the basis of personality-oriented methods, taking into account the individual characteristics of such children in special preparatory classes, then move to special and inclusive classes of general secondary education [1; 16].

The system of the Ministry of Social Policy includes boarding schools and one children's department in the care home for adults, where children and youth with physical, intellectual and mental disabilities live. Children with physical and/or mental disabilities and mental disorders, aged 4 to 18, who need constant care, live permanently in these social and medical institutions. If necessary, to support children who do not have the opportunity to provide for themselves when they reach adulthood, youth departments for young people aged 18 to 35 are created at orphanages [63].

As of the end of 2017, there were 48 orphanages for children with disabilities in the system of the Ministry of Social Policy (49 in 2014), in which 5,692 children (up to 5,861 children in 2014) were brought up. In 2017, there was a positive trend of previous years to reduce the number of students in these institutions, in addition, the number of institutions decreased by one institution (Fig. 2) [11, p.41].



*Fig. 2. Number of boarding schools for children with disabilities and the number of children in them, in 2011-2017 academic year, at the end of the year*

*Source: data of the Ministry of Social Policy.*

*Note: 2014–2017 – excluding the temporarily occupied territory of the Autonomous Republic of Crimea, the city of Sevastopol and part of the temporarily occupied territories in Donetsk and Luhansk regions.*

Upon reaching the age of majority, children from boarding schools who need household and medical care are placed in orphanages (nursing homes) for the elderly and people with disabilities [63]. In the system of the Ministry of Social Policy in 2018, there were 242 such institutions, which housed 4,657 young people with disabilities aged 18 to 35 [78].

The stay of children and youth with developmental disabilities in orphanages and boarding schools of a closed type has a negative impact on the formation of personality [46; 86], in particular:

- boarding school students have low activity, limited emotional manifestations;
- children have delayed neuropsychological development;
- children do not have communicative skills;
- boarding school students are not prepared for independent adult life.

The practice of raising and educating children with disabilities within specialized institutions is a determining factor in the exclusion of such children, which leads to negative consequences: it prevents full integration into society after leaving the institution, prevents the formation of social mobility of young people with disabilities.

*Employment.* One of the conditions of material security of the individual, self-sufficient organization of life is employment and payment for their work, which provides a decent standard of living. According to the law, the employment of young people with disabilities is provided by creating an appropriate network of jobs.

The Law of Ukraine “On the Fundamentals of Social Protection of Persons with Disabilities in Ukraine” obliges legal entities and individuals to comply with the regulations on job creation for the employment of persons with disabilities [66]. It is 4% of the average number of full-time employees of the accounting staff for the year. If the company employs from 8 to 25 people, then one employee must provide one job.

However, the legislation does not guarantee the employment of people with disabilities. Obstacles to successful employment of such persons are:

- unwillingness of employees to adequately perceive people, who are somewhat different from them;
- employers are not interested in providing jobs for people with disabilities, because it requires financial and time costs, as they have special needs in the organization of work;
- as the legislation forces employers not only to hire people with disabilities, but also to take additional occupational safety measures,

if necessary, to organize training and retraining, employers formally employ people with disabilities [57].

There are no official statistics on the employment of young people with disabilities in recent years. In 2019, the State Employment Service of the Ministry of Social Policy registered 47,887 disabled people who had not reached retirement age, which was 4.8% of the total number of registered unemployed. A total of 12,073 persons with disabilities who did not reach retirement age were employed during the year, which was 25.2% of the number of persons with disabilities registered with the employment service [28].

At the beginning of 2018, there were 8 vocational rehabilitation centers for the disabled in Ukraine, which provided rehabilitation for people with disabilities from the age of 16, taking into account the requirements of individual rehabilitation programs for working professions in demand in the labor market. During the year, 195 people with disabilities received rehabilitation services, including 32 people aged 16 to 18 [70].

Information on youth employment is contained in the national report “On the Situation of Persons with Disabilities in Ukraine” prepared by the Ministry of Social Policy in 2013. Thus, as of January 01, 2012, the number of working young people with disabilities in Ukraine (aged 18 to 35 years) was 93,754 people, or 27.8% of the total number of young people with disabilities [69]. Only about a third of young people with disabilities in Ukraine belong to the category of employed, for others there is a problem of restricting access to employment.

Problems of employment of young disabled people, first of all, are related to the fact that: [25; 46; 69; 86].

- enterprises and organizations of private forms of ownership are not required by the legislation on the mandatory four percent quota for disabled workers;
- the list of available professions and specialties according to the capabilities of people with disabilities is very limited and does not meet the needs of the modern labor market: labor training consists of a limited number of traditional profiles (carpentry, metalwork, sewing, etc.);
- young people (especially people with mental disabilities) after graduating from boarding schools do not have a real chance to get a job;
- there are unfounded ideas of people with disabilities about the construction of personal professional strategy, professional orientation;

- people with disabilities in Ukraine, as a rule, receive low wages, due to the fact that they are usually offered vacancies that do not require a high level of education and qualifications;
- most of the vacancies available in the State Employment Service for people with disabilities provide for a minimum wage; a significant proportion of working people with disabilities are underemployed;
- mechanisms for organizing home-based work of people with developmental disabilities have not been worked out;
- there is no motivation for employers to create special jobs or adapted jobs for people with disabilities, as this requires significant costs.

*Financial support.* Among people with disabilities, including young people with disabilities, there is a high level of poverty, which contradicts the state guarantees for a sufficient standard of living and social protection of the individual, the absence of discrimination on social grounds. The reasons for the poverty of this category of citizens are primarily caused by employment problems, the need for additional costs for medicines and rehabilitation equipment, low levels of social security. Those with disabilities who have no relatives or outside support are more likely to be below the poverty line.

State support for people with disabilities is mainly in the payment of pensions and social assistance, and the range of social services is quite limited, and mostly standardized, while such people need an individual approach.

Young people with disabilities face problems in almost all spheres of life, which forms their social isolation. The complexity of the problems of young people with disabilities requires, accordingly, the formation of a comprehensive approach to the formation of youth state policy on social support for young people with disabilities.

### **Youth from among orphans and children deprived of parental care, pupils of boarding schools**

One of the categories of young people who are at risk of social exclusion due to certain life circumstances is young people from among orphans and children deprived of parental care.

According to the Law of Ukraine “On Ensuring Organizational and Legal Conditions for Social Protection of Orphans and Children Deprived of Parental Care”, *persons from among orphans and children deprived of parental care*: persons aged 18 to 23 who are under the age of Parents and persons deprived of parental care have died or died at the age of 18. Another category of young people whose social exclusion is provoked by living conditions and upbringing

are *graduates of institutions for orphans and children deprived of parental care* – persons who were on full state support and ended their stay in this institution in connection with the end of teaching

There is no single system for monitoring young orphans and children deprived of parental care, graduates of boarding schools in Ukraine. Orphans and children deprived of parental care are registered by children's services until they reach the age of 18. For persons who have reached the age of majority, such registration is not carried out. There are only departmental statistics on social service centers for families, children and young people for young people aged 18 and over and among orphans and children deprived of parental care who were socially supported by social service staff or receiving social services. The Ministry of Education and Science of Ukraine collects data on the distribution of orphans and children deprived of parental care who study in vocational schools and universities, as well as young people among them.

In 2018, the number of orphans and children deprived of parental care was 70,491 people, which was 0.89% of the country's child population (in 2017, 70,240 people and 0.92%, respectively). The vast majority of orphans and children deprived of parental care at the end of 2018 were in family forms of education 91.7% (64,709 children) (in 2017 - 91.3% (65,394 children)) [44, p.36].

As of the end of 2017, there were 9 boarding schools for orphans and children deprived of parental care in the system of the Ministry of Education and Science of Ukraine (in 2014 – 33), in which 754 children (in 2014 – 2078 children) studied. In recent years, there has been a decrease in the number of such institutions and the number of children in them [11, p.43].

Orphans and children deprived of parental care who need correction of physical and (or) mental development are brought up in special boarding schools. In 2017/18 academic year in Ukraine there were 296 such institutions, the number of pupils in which was 34,771 people, including 3,123 orphans and children deprived of parental care.

General sanatorium boarding schools are educational institutions with appropriate profile for children in need of long-term treatment. In 2017/18 academic year there were 67 such institutions with 15,582 students, including 560 students and orphans and children deprived of parental care.

The system of the Ministry of Education and Science of Ukraine also includes general boarding schools that provide education, training and social adaptation of orphans and children deprived of parental care, and specialized boarding schools of I-III degrees with in-depth study of certain subjects and courses which provide education, training and social adaptation of gifted orphans and children deprived of parental care. At the beginning of 2018,

there were 76 boarding schools (as of January 01, 2017 – 82 institutions), with 14,086 students (as of January 01, 2017 – 15,742 people), and 100 specialized boarding schools of the I – III categories (as of January 01, 2017 – 92 institutions), where 27,704 students studied (as of January 01, 2017 – 26,402 people) [11, p.46].

Young people who have been left without parental care under certain life circumstances have problems socializing after leaving care, especially for boarding school students.

*Preparing for independent living.* Education in boarding schools has a negative effect on the formation of personality.

Graduates of boarding schools and children deprived of parental care admit that most of them are not prepared for modern living conditions: marriage, family life, communication problems etc. Their life is especially complicated by a certain lack of practicality: the inability to defend their personal and property rights, ignorance of the laws, their application in life. The problem of leaving the boarding school, according to a poll conducted by the Ukrainian Institute for Social Research (2000), is very painful for graduates – 76% of high school students admitted fear when they think about how they will live after graduating from boarding school [7]. They are not sure that they will be able to get the profession they dreamed of; that they will have nowhere to live; that there will be enough money for clothes and food; that will be able to find a job

Education in institutional care institutions causes problems for graduates of boarding schools in independent living:

- entry into independent life necessitates the establishment of graduates of boarding schools new social ties;
- problems of adaptation in society are related to housing;
- problems of the household plan and self-service;
- transition from total isolation and control to complete uncontrollability and freedom of action can lead to a loss of landmarks and values;
- the risk of getting into difficult life circumstances and the need for systemic social support;
- unformed positive model of the future own family;
- low level of professional motivation [11, p.37-38].

A number of legislative documents provide for the preparation of orphans, children deprived of parental care, as well as persons from among them for independent living.

The Law of Ukraine “On Ensuring Organizational and Legal Conditions for Social Protection of Orphans and Children Deprived of Parental Care”

defines the preparation of children for independent living as the basic principle of state policy on social protection of orphans and children deprived of parental care and persons from among them (Article 3) [61]. Ensuring the preparation of orphans and children deprived of parental care, persons from among them for independent living, their social and psychological adaptation is entrusted to the centers of social services (Article 17).

The Ministry of Social Policy of Ukraine has developed a standard of social services for social integration of graduates of boarding schools (institutions) [62]. This service is aimed at developing social competence, promoting the realization of personal potential during the transition to independent living, minimizing the risks of getting into difficult life circumstances. For the most part, social integration services for boarding school graduates in the regions take the form of lectures, individual counseling, trainings, practical classes, role-plays, discussions, and to a greater extent inform rather than promote life skills.

In 2018, in pursuance of goal 3 of the National Strategy for Reforming Institutions, the Program of preparation of graduates of institutional care institutions for independent living and upbringing of children, persons from foster families and family-type orphanages was developed (order of the Ministry of Social Policy as of September 27, 2018 № 1428) .

In 2016, the institute of tutoring was launched, which strengthens guarantees of the rights and interests of orphans and children deprived of parental care who live in boarding schools [14; 59]. According to the Ministry of Social Policy, in 2017, 173 inmates of boarding schools had tutors (125 in 2017).

The proposed forms of work to prepare for independent living are mainly carried out with graduates or young people who have already don't need the care, more inform, but do not contribute to the formation of life skills. The life skills are formed and consolidated as a result of long-term practical actions in a real environment. Therefore, although the work is carried out, but it does not always achieve the goal [11, p.85].

*Provision of housing.* One of the significant problems faced by young orphans is the lack of housing or the uninhabitable condition of the housing they own.

According to the Ministry of Social Policy of Ukraine, at the end of 2018 there were 19,638 orphans and children deprived of parental care on the housing register (at the end of 2017 – 20,639). To solve housing problems, local budgets provide funds for the implementation of relevant regional programs and state subventions. During 2018, 1,223 orphans, children

deprived of parental care, and persons from among them received housing, which was 6% of the need (during 2017 – 633 people, which was 3.1% of the need). In 2018, 829 apartments (including 69 social housing apartments) for 924 orphans were purchased at the expense of state subventions, in 2017 – 468 social housing units for 579 people. In order to provide temporary housing for orphans, children deprived of parental care, there is a network of social dormitories: at the end of 2018 there were 27 such institutions [11, p.39].

Despite the fact that at the state level there is a mechanism for providing housing for orphans and children deprived of parental care, in real practice there are many cases when children do not have a place to live after reaching adulthood [11]. This happens for the following reasons:

- absence or insufficiency of the formed fund of social housing;
- not all children have the opportunity to register on housing waiting list (inability to draw up the necessary documents or lack of housing registration in a particular area);
- lack of opportunity to exercise the right to housing due to bureaucratic delays and inconsistency of regulations;
- lack of opportunity to obtain registration at the place of residence, if there is a desire and opportunity to work in another city.

Even those young people who, according to official data, are provided with housing, do not always have the opportunity to live in the living space they own. Reasons why graduates who have their own housing cannot solve the housing issue are the following [58]:

*Social reasons*

- relatives do not want to increase the number of people living in the apartment;
- unwillingness of the child to burden relatives with his presence because of the small living space, the emergence of conflicts, misunderstandings;
- parents living in a residential area lead an antisocial lifestyle;
- Material reasons
- housing is in such a state that it is impossible to live, and there are no funds for its repair and arrangement;
- it is more profitable for graduates to live in a dormitory than in their own living space, as there are no funds to maintain it.

Legislative provision of housing for young orphans and children deprived of parental care is declarative and does not meet real needs. Taking into account



the low level of material security of young people in this category, even in the case of employment, the prospect of obtaining their own housing is unrealistic.

*Continuation of study.* Orphans and children deprived of parental care, after leaving the family or institution, usually continue their education in vocational and technical educational institutions and higher educational institutions of I–II levels of accreditation.

In 2017, 11,809 orphans and children deprived of parental care studied in vocational schools, which accounted for 4.4% of the total number of students. In 2017, 5,277 people graduated (47.1% of the total contingent of orphans and children deprived of parental care). 4112 of them are employed by profession (or 77.9% of the total number of students in this category) [52].

In higher educational institutions of I-II levels of accreditation at the beginning 2017/18 academic year there were 3,048 orphans and children deprived of parental care under the age of 18, and 2,791 students (regardless of age) were on full state support. In higher educational institutions of III-IV levels of accreditation at the beginning of 2017/18 academic year there were 10,882 children and young people from among orphans and children deprived of parental care, who were on full state support, of which 2,787 people had to graduate this year [27].

The following factors influence the continuation of education and the choice of educational institution for graduates of boarding schools [7]:

- for most boarding school students, the intention to continue their education means, first of all, postponing the beginning of independent life;
- the vast majority of boarding school graduates do not see any other way to arrange their lives than to enter an educational institution and get a place in a dormitory and financial support in the form of a scholarship;
- a significant share of adolescents in determining their intentions is not based on knowledge, but on other factors (for example, benefits for orphans and children deprived of parental care);
- referral of a child for further education without taking into account his/her own wishes is often caused by the lack of objective opportunities for the boarding school to settle a child (“Our principal had acquaintances there” or: “They didn’t want us there. They heard that we were orphans and refused ...”);
- graduates are focused mainly on the choice of the least resistance, ie attract his attention to the educational institution, where you can be guaranteed to enter; this is due to the desire to protect the child

from potential failure not to enroll (and hence the consequences of psychological stress) and is a kind of professional orientation of the graduate.

Admission of boarding school graduates to educational institutions does not mean the decision of all questions of their maintenance and arrangement:

- they do not always have the opportunity to live in the dormitory during admission due to lack of places;
- before enrolling in university, they find themselves homeless (not placed in dormitories);
- due to lack of money to receive the first scholarship there are a number of inconveniences due to the inconvenience of life [43].

In this aspect, it is important to give more independence and responsibility to children during their stay in a boarding school, because for most the transition from full accommodation to independent living is very abrupt and even critical.

Continuation of education is considered by boarding schools graduates mainly as an opportunity to postpone the independent decision of questions of material and housing maintenance. The choice of educational institution is influenced by the possibility to be enrolled on preferential terms and the existence of an agreement between the boarding school and the educational institution on the enrollment of students. Young people raised in families, when entering an educational institution, primarily focus on their own abilities, preferences and the availability of an educational institution in the village.

*Professional orientation.* The emphasis in vocational guidance and training of young orphans and those deprived of parental care is usually not on obtaining a profession that meets the child's abilities and desires, but on the ability to quickly achieve economic independence.

Factors influencing the professional orientation of boarding school students [7; 43]:

- a decent level of wages;
- opportunity to quickly achieve economic independence;
- existence of agreements of boarding school administration with educational institutions;
- availability of educational institutions.

Boarding school students in the choice of profession primarily focus on those that, in their opinion, will provide rapid economic effects. However,

in no way do they take into account their own abilities and opportunities to master a profession. On the other hand, the professional orientation of young people is not designed for the needs of the territorial labor market. This state of affairs demonstrates the lack of a systematic approach in the professional orientation of graduates.

*Employment.* Boarding school graduates have problems with further employment. This is primarily due to the following issues:

- providing housing;
- expectation of the level of salary in accordance with the amount of the scholarship received by orphans and children deprived of parental care during their studies (1500-2000 UAH);
- no need for local enterprises in the professions they receive in vocational schools;
- difficulties in adapting to the professional environment due to lack of skills to independently adhere to labor discipline [7; 43].

Getting a vocational education for young people today does not mean solving the problem of employment. This is due to insufficient preparation of graduates for more or less skilled work, and due to the reluctance of the administration of the company to hire such an employee also because he is legally entitled to benefits, and the system of incentives for employers to employ this category of youth is not effective [12].

*Financial support.* One of the problems of young orphans and children deprived of parental care at the beginning of independent adult life is the low level of material security. Objective reasons for the difficult financial situation of young people who were brought up in boarding schools [58]:

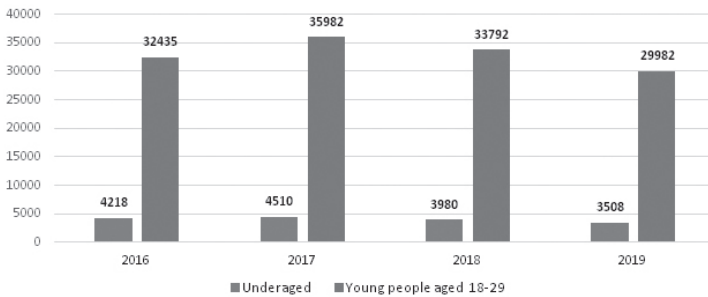
- difficulties in finding employment alongside with education and in many cases after graduation;
- employment in low-paid positions;
- lack of necessary financial, time and information resources to start your own business, entrepreneurship or self-employment.

The current system of social support for orphans among young people is mainly aimed at providing material assistance, which contributes to the formation of consumer attitudes of young people to public services and stimulates the independence and responsibility of young people to ensure their own lives.

### Young people who have troubles with law

Negative social and economic processes taking place in society provoke juvenile delinquency of organized and group character, which is becoming more and more often in Ukraine [4]. Unfortunately, official statistics provide information on criminal acts of underaged (under the age of 18) and young people aged 18-29. Data on crime of young people aged 30-35 are not allocated and are included in the indices of crimes committed by adults.

During 2019, the trend of previous years to reduce the level of crime among adolescents and young people continued (Fig. 3). According to the Prosecutor General's Office of Ukraine, in 2019, juveniles committed 3508 criminal offenses, which is 2.9% of the total number of criminal offenses (in 2018 - 3980 crimes, 3.4%, respectively), young people aged 18-29 committed 29,982 criminal offenses, 25.1% of the total (in 2018 - 33,792 offenses, 28.9% respectively) [23].



*Fig. 3. Number of criminal offenses committed by underaged and young people aged 18-29, persons*

*Source: according to the Prosecutor General's Office of Ukraine*

Despite the decrease in the number of criminal offenses, juvenile delinquency in Ukraine is becoming more and more organized and group. Criminal youth groups of various degrees of organization are found in all major regional centers of the country [4]. According to the Prosecutor General's Office of Ukraine, almost a third of underaged children committed crimes as part of a group of persons: in 2018 – 29%, in 2017 - 34.2% [44, p.41].

In 2018, 2,798 juveniles were convicted of crimes, which is 9.4% less than in 2017 (3,088 people) [80]. The share of convicted adolescents and young people compared to the total number of convicts decreases annually (Fig. 4) [82].

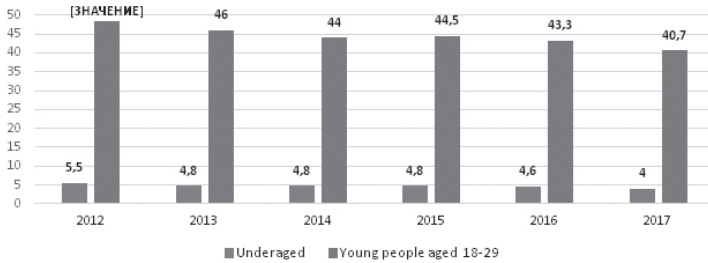


Fig. 4. Share of convicted underaged and young people (under 30 years of age) in relation to the total number of convicts, %

Source: according to the State Statistics Service

According to the National Police of Ukraine, at the end of 2017, 4,267 underaged (in 2016 – 3,926 persons) were registered in the units of preventive activities for juvenile prevention of police bodies. 40.4% of them were brought up in a single-parent family; 12.8% did not work or study; had no parents, lived in orphanages, boarding schools 1.8% [27].

Research conducted in Ukraine convincingly shows that juvenile delinquency is inextricably linked to education and employment shortcomings; poor organization of leisure, especially at the place of residence; low cultural level; limited needs of adolescents. The causes of youth crime are mostly hidden in the negative influence of the environment, in the bad example of parents, friends, adults and other people with whom adolescents communicate, in the involvement of minors in criminal activities by anti-social elements.

Four main reasons that provoke juvenile delinquency are: involvement in criminal activities by adults with criminal experience; *secondly*, forbidden (illegal) behavior is a form of self-expression; *third*, illegal behavior is a protective reaction to social helplessness, uncertainty and fear of the future; *fourth*, criminal behavior is a means of adaptation to difficult living conditions, the struggle for survival [29].

Young people who are in conflict with the law and have problems with socialization and adaptation to public life can be divided into the following groups:

- 1) young offenders deprived of liberty with a suspended sentence, conditionally sentenced to imprisonment;
- 2) young offenders who are in detention facilities;
- 3) young people who have returned from prisons.

***Conditional release or stay of sentence***

With regard to young people, especially juveniles who have violated the law, the practice of granting a stay of sentence, application of coercive measures of an educational nature and administrative punishment is widely used in Ukraine. The practice of positive influence on offenders contributes to the application to juveniles of such preferential institutions of criminal punishment as the imposition of a milder punishment than provided by law (Article 44 of the Criminal Code of Ukraine), probation (Article 45), stay of the sentence (Art. 46), release from criminal liability and punishment (Article 50).

Scientists [13; 30; 33; 35; 79] identify the following causes of illegal behavior of underaged:

- family disadvantages: incomplete, troubled, low-income family, low level of education of parents;
- unemployment: problematic employment, lack of available leisure and development facilities;
- low level of education, inconsistency of age knowledge;
- child’s upbringing in an antisocial environment;
- pathological features of character;
- personal conflicts and relationship problems;
- financial and domestic problems.

The main reasons influencing the life situation of juveniles in educational institutions or at work are low levels of academic success, lack of direct motivation for successful study or the right job, conflicts with teachers, managers and peers, negative impact on the juvenile by members of the informal group. [50].

In order to implement the principles of educational justice in Ukraine, the Probation Act of Ukraine (2015) was adopted [67]. Probation involves supervisory and social-educational measures to correct convicts sentenced to non-custodial sentences, prevent them from committing repeated criminal offenses, and provide the court with information that characterizes the accused, in order for the court to decide on the extent of their responsibility. As part of the reform of the criminal justice system for juveniles in Ukraine in 2016, juvenile probation sectors were established [88], their tasks are to provide services aimed at preventing recidivism. In 2018, a single state institution, the Probation Center, was established with subordinate probation authorities.

Official statistics on the activities of penitentiaries and probation bodies of the Ministry of Justice of Ukraine contain data on juveniles (persons under 18 years of age) and other convicts, which makes it impossible to analyze the criminal behavior of young people aged 14–34.

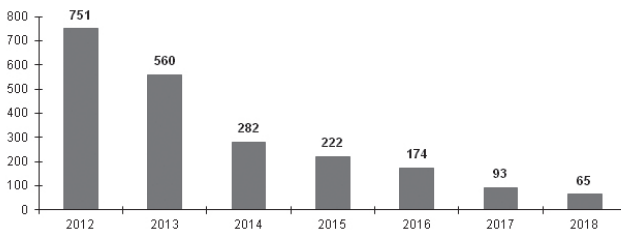
In 2018, 2,418 juveniles who committed criminal offenses were registered with the authorized bodies for probation of interregional departments for execution of criminal punishments and probation of the Ministry of Justice of Ukraine [44]. At the end of 2018, 958 convicted juveniles were registered with probation units. For 937 convicted juveniles (97.8%) court decisions were executed in the form of probation, 21 (2.2%) – in the form of community service. Among the convicted children who were registered, more than half were brought up in a single-parent family (58.66%), 5.53% - orphans, 4.7% - deprived of parental care, 0.84% - were brought up in special institutions of the Ministry of Education and Science of Ukraine.

Social and psychological problems of young people who have committed a crime and received a conditional or suspended sentence, and society's negative attitude towards people with illegal behavior, are factors of social exclusion of this category of young people. Preventive work with young people who have a suspended sentence should be focused on minimizing individual factors that provoke illegal behavior of the individual.

### Young people serving their prison term

Persons sentenced to imprisonment, according to the Criminal-Executive Code of Ukraine, serve their sentences in correctional colonies – closed penitentiary institutions, which are created to serve a sentence of imprisonment for a definite term and life imprisonment (Article 2 of the Criminal Procedure Code). Persons who have committed criminal offenses under the age of 18 and who have been sentenced to imprisonment by a court sentence are detained in educational institutions (educational colonies).

There are 146 penitentiary institutions in the structure of the penitentiary system of Ukraine, 6 of them are for the underaged. At the beginning of 2019, 5,578 people were detained in prisons of the penitentiary system. Including in correctional camps for minors served 126 people (in 2018 - 146), of which at the age of 18–65 underaged (in 2018 – 93 people) [31].



*Fig. 5. Number of underaged in juvenile correctional facilities.*

*Source: according to the State Penitentiary Service.*

Features of convicted juveniles, which determine the specifics of social and pedagogical work, are: 1) specific psychological features associated with adolescence (character accentuation; adolescent psychological reactions; ambivalence of feelings; lack of prognosis; unstable, inadequate self-esteem); 2) insufficient level of formation of motivational and emotional-volitional sphere; 3) high level of social and pedagogical neglect, and as a consequence – social maladaptation; 4) mental disorders; 5) alcoholism and anesthesia [24].

Juveniles serving sentences in correctional facilities have mental and physical disorders. Thus, from 57% to 76% of juvenile offenders had mental anomalies, i.e. such abnormalities in the development of the psyche that do not prevent the juvenile from taking responsibility for their actions. The most common mental disorders are: psychopathic development and psychopathy (59.6%); residual manifestations of organic brain damage and intellectual disability (44%) [35].

Most juveniles, especially those convicted of violent crimes, are characterized by low general education, mental retardation, limited abilities, and a single-track mind. Approximately 60% of convicts have a lower level of education than children of the appropriate age group [6].

Young people serving their prison term are experiencing a drastic change in lifestyle and corresponding human needs due to isolation from society. The personality is influenced by factors of sharp change of needs at the moment of getting into conditions of isolation, specific needs during stay in conditions of imprisonment.

Most convicts have specific conditions – distrust, suspicion, anxiety, irritability, aggression, as well as depression, feelings of inferiority etc. They are caused by specific conditions of detention of convicts, namely:

- 1) isolation from society and placement in a closed environment;
- 2) restriction in meeting needs, primarily biological, through total regulation of behavior;
- 3) forced inclusion in same-sex social groups [53].

Adolescents in educational colonies are characterized by joint responsibility, which obliges its members to perform certain duties. Minors in educational colonies have, know and use “artificial” language, they communicate with each other through gestures, abbreviations, slang, tattoos, facial expressions [6].

Strict regulation of behavior by rules defined by a hostile environment in relation to the convict, and a wide range of sanctions for violating them, creates passivity and the desire to avoid any changes. Being in a constant



close environment requires prisoners not only to constantly monitor their own actions, but also to calculate possible behavioral options for communication partners. Dissatisfaction and hostility are exacerbated by the fact that conflicts that arise in the micro-environment of convicts are difficult to resolve and there is no way to change the environment.

**In conditions of imprisonment, in isolation from society, the personality of the convict undergoes significant changes, as a result of which the ability to exist in a colony becomes of the greatest importance for him.**

The next stress is experienced by those who are preparing to be released: **after serving their sentences, convicts return to a society whose laws they must abide by, but very often cannot do so due to the loss of a proper level of social adaptation. Life skills in the colony do not meet the requirements of public life “at large”, and other, adaptive skills and ways of social communication are lost.** A person preparing for release has an even more acute emotional state of tension, associated with isolation, uncertainty, loss of skills, connections, which provokes the social exclusion of the individual from civil society.

### **Young people who have returned from prisons**

For convicts who have been serving sentences for a long time, have lost socially useful connections and, for the most part, do not have a place to live, a profession or even a proper education, adapting to life at large in modern conditions is very difficult. Not all released people have the opportunity to live in their own housing, get a job, about a third of them have psychological problems, almost half – health problems, which leads to higher unemployment, the spread of socially dangerous diseases and an increase in the number of homeless [ 55].

Young people who have served their sentences and returned from prisons find themselves in a difficult life situation. On the one hand, there are a number of negative social factors, including legal and material, on the other – there are problems of socio-psychological adaptation to life in civil society with the need to adhere to generally accepted social norms of behavior [87].

The social problems of those who have served their sentences in correctional colonies can be grouped into five main groups: legal, material, psychological, medical, and employment ones.

*Legal problems.* Only a small number of young people during their stay in correctional colonies before release have the opportunity to listen to law lectures, courses on legal issues. As a result, at the time of therelease and entry

into a free Ukrainian society, the young man faces the following basic legal problems:

- ignorance of the rights guaranteed by the current legislation of Ukraine, both in the context of citizens of the state in general and in the context of those returning from prisons.
- ignorance of the names, subordination, mechanisms of activity, responsibilities of state institutions and departments, public organizations, the activities of which provide targeted assistance to those who have returned from prisons.

As a result, young people have a number of practical problems of a legal nature, primarily with regard to the execution of legal documents: obtaining a passport (both in exchange for a release certificate and obtaining for the first time upon reaching adulthood); obtaining or renewing a residence permit.

*The housing problem* is important for those who do not have a family, parents or whose families are disadvantaged, have many children. If after release the young man has nowhere to live, he is forced to wander, spending the night at work, with friends, to live with troubled parents, on the street.

*Financial problems.* The vast majority of young people returning from prisons experiences significant financial difficulties. For former prisoners, the most significant financial problems are the lack of the initial amount of money to go to government agencies to obtain the necessary documents; issuance of funds to pay for paperwork; difficult financial situation does not allow to eat properly, receive medical treatment, buy appropriate clothes and shoes, maintain housing (apartments, houses), pay utilities, including for debts during the stay in the colony, support the family.

*Youth employment* after release is often accompanied by a number of problems:

1. Inability to immediately register at the employment center;
2. Length of drawing up documents (passport, residence permit, military ID) does not allow to get a permanent job, but only one-time, temporary, low-paid;
3. Reluctance of employers to hire former prisoners;
4. Those who have returned from prisons are mainly offered temporary and low-paid jobs;
5. Young people do not want to work in the specialties received in the colonies;
6. Non-compliance of the level of education and professional qualification with the requirements of employers.

A common factor in the problem of employment for all young people is the stigma of “convict”, and hence the appropriate attitude towards such an employee (cheating, low pay, temporary work, etc.).

*Educational problems.* In correctional colonies there are limited opportunities to obtain highly qualified vocational education. Approximately every second 18-35-year-old who returned from prison received a specialty while in prison. Exceptions are the professions of economics, information technology, psychology and similar areas, which young people received in colleges and universities before conviction [10].

*Psychological problems.* A significant part of young people who are released from prisons have characteristic psychological traumas, which are manifested at the level of psyche, self-esteem, communication links on the micro (family), macro (friends, neighbors) and mega (society) levels, life strategies etc. The main psychological problems that young people experience when they are free are: imbalance, nervousness, anger, aggression; belief in the negative attitude of society towards them; feelings of loneliness, uselessness in society, in their own families; rejection of the new social reality; depressing memories of ill-treatment in prisons.

*Medical problems.* Conditions of detention in labor colonies provoke three main groups of diseases in children: diseases of the gastrointestinal tract (gastric ulcer, gastritis); respiratory diseases (bronchitis, pneumonia, chronic rhinitis); skin diseases (fungi, abscesses). This list of common diseases is supplemented by others: diseases of the teeth, kidneys, liver, traumatic brain injury, hepatitis, tuberculosis, cancer, AIDS, drug addiction, alcohol dependence. At the same time, not everyone who needs medical care can get it due to lack of documents or lack of money.

As a rule, the problems of young people who have returned from prisons are interdependent. However, there are a number of specific factors that affect the emergence and awareness of certain problems, form attitudes to them, outline a strategy for solving them, and which must be determined before considering the main groups of problems, namely: the age of a young person who released from prison; term of serving the sentence; place of serving the sentence; term of release; the type of settlement to which it returns; the presence (or absence) of a family, the family climate and attitude to it, the material level of the family [10].

Another important factor in the rejection of young people returning from prisons is the manifestation of discrimination, rejection by the social environment of the circumstances of their lives. The former convicts testify that they encountered problems of discrimination by employers, police, acquaintances, with cases of blackmail by the past negative of the biography. The source of such

discriminatory manifestations can be even close relatives [45].

### **HIV-infected youth**

Ukraine continues to be a region with a high HIV prevalence among Central European and East Asian countries – 90% of HIV cases according to WHO/UNAIDS are found in Ukraine and the Russian Federation, with Ukraine having the highest estimated HIV prevalence among adults – 0.9 %.

In Ukraine, the sexual HIV transmission is becoming increasingly epidemiologically significant: since 2008, Ukrainians have been most often infected through unprotected sex. If in 2005 they became infected through sexual contact 33% of people diagnosed with HIV in 2018, this figure was 66%. Most cases of HIV infection in Ukraine today are registered in young people aged 15 to 30 years [75].

In 2019, 16,257 cases of HIV infection were officially registered in Ukraine, including 30 in adolescents aged 15-17, 7502 cases of AIDS (4 among adolescents) and 2,979 deaths from AIDS (3 among adolescents). Infection of the vast majority of people diagnosed with HIV for the first time in their lives in 2019 occurred through heterosexual intercourse (70.8%) [51].

Quantitative indices of youth HIV infection can be distinguished only according to the information of the State Statistics Service, and in relation to the age range 15–24 years.

In 2017, the number of HIV-infected patients diagnosed for the first time in Ukraine was 18,234, of whom 9,308 were diagnosed with AIDS. The vast majority of them were people of reproductive and working age 15–49 years 74.3% of HIV-infected patients (13512 people) and 83.1% of AIDS patients (7731 people). Among HIV-infected patients with a first-time diagnosis, young people aged 15-24 years were 5.2% (944 people), and among AIDS patients - 1.6% (149 people) [26].

At the end of 2017, among patients registered in medical institutions, young people aged 15-24 years accounted for 6.3% (8854 people). The predominant number of HIV patients was persons aged 25–49 years – 78.01% (110,217 people).

In Ukraine, as in many other countries, due to the spread of the HIV/AIDS epidemic, HIV-positive people have become one of the most vulnerable and deprived groups. The social exclusion of such persons is quite acute. Thus, a significant number of infected people lead or led an antisocial lifestyle, in particular, many of them are injecting drug users, which deepens the negative attitude towards this category of people and forms barriers that block relations with society [48, p.46].

Stigma associated with HIV means prejudice, neglect, discrediting and discrimination against people who are perceived as living with HIV. It applies to individuals as well as to the groups and communities with which they are associated. Discrimination is one of the consequences of the stigma associated with HIV/AIDS. Stigma is a manifestation of negative attitudes at the level of opinions and statements, and discrimination is a manifestation of attitudes at the level of actions, including human rights violations.

Manifestations of discrimination against people living with HIV are:

- compulsory testing (violation of anonymity);
- isolation, special departments (prisons, hospitals);
- restrictions on movement (across borders);
- refusal of care, guardianship and support;
- denial of medical care;
- contemptuous attitude of others;
- denial of services of institutions, enterprises and establishments [54].

Discrimination and stigmatization of HIV-positive people is often due to their belonging to a certain social group: prisoners, injecting drug users, commercial sex workers, non-traditional sexual orientation. This, in turn, is a factor of social exclusion not only of young people living with HIV, but also in general of socially vulnerable groups, which have a significant prevalence of HIV infection [5, p.22].

Discrimination and stigmatization of people living with HIV and vulnerable groups negatively affect the quality of life and are key barriers to the treatment and support of people living with HIV/AIDS.

Analysis of the risks of alienating of certain socially vulnerable groups of young people allows us to identify common problems that provoke social isolation and deprivation of young people in accordance with personal and social factors.

The lack of a nationwide system for monitoring the situation and needs of social risk groups in the youth environment makes it impossible to realistically assess the level of social exclusion of certain social groups, which, in turn, hinders the formation of real priorities of state social policy aimed at social involvement of certain groups of young people.

### **Exclusion from the health care system**

Health is one of the reasons for identifying people in the system of social inequality and is a prerequisite for their social interactions, social integration,

as well as a significant factor in the socio-psychological climate of social groups and society as a whole [48, p.46].

The Constitution of Ukraine declares the right of everyone to health care, medical assistance and medical insurance. The state guarantees citizens effective, available and free medical care, regardless of the form of ownership of medical institutions (Article 49). However, the constitutional rules in Ukraine are only declarative. Ukraine's health care system has not changed since Soviet times and has a number of shortcomings, which provokes the separation of certain categories of the population from proper medical care and treatment. Limited and low efficiency of modern medical care for the population of Ukraine are provoked by the following factors:

- the health care system is financed from budget revenues, mainly from taxes;
- low share of state expenditures on health care;
- the health insurance system is not implemented;
- “bloated” hospital infrastructure along with low quality medical services;
- prevalence of the practice of informal payments;
- limited access of certain population groups to medical services [46, p. 77].

Health-related exclusion has two aspects: limited access to health services, and limited opportunities in daily life, and rejection due to poor health.

The National Human Development Report “Ukraine: Towards Social Inclusion” (2011) identifies four main groups of factors that caused the population to be excluded from health services: 1) economic (insufficient level of domestic income, which does not allow to cover all necessary expenses); 2) physical (facilities, goods and health services are not within physical reach); 3) discriminatory (when health care services are legally available, but in fact – inaccessible to certain groups of the population); 4) quality (low quality of services due to lack of qualified specialists or necessary medical equipment) [46, p. 77].

In 2018, the real implementation of medical reform began in Ukraine, the Law of Ukraine “On State Financial Guarantees of Medical Care” [60] introduced radical changes in the mechanisms of the health care system. At present, the patient has the right to freely choose a doctor and a medical institution, and the state does not finance beds, but the actual medical service provided.

Studies of value orientations show that young people in Ukraine recognize their own health as one of the basic values of life. According to the results

of sociological research “Youth of Ukraine” [41; 42] in the ranking of life priorities, health took second place in terms of family happiness: 53.6% of young people admitted that they would like to achieve the most in life is health (family happiness was chosen by 63.6% of respondents). Health as a life value dominates in all age groups of young people, and with increasing age its importance for respondents only increases. Thus, while at the ages of 14-17 and 18-24, 43.0% and 46.6%, respectively, were focused on achieving health, in the 25-29 age group such persons accounted for 58.2%, and in the 30-34 age group - 62.7%.

Unfortunately, while nominally young people recognize the priority value of health, they often do not see their health as a capital to be cherished and increased. Although the personal and social value of health is recognized, it is perceived in the abstract, impersonal and does not match the norms of everyday behavior. This is confirmed by the fact that “individual bad habits” do not prevent young people from thinking that they “generally care about health”.

Thus, according to the results of the study “Youth of Ukraine – 2018” 82.4% of Ukrainian youth indicated that they lead a healthy lifestyle. Most of them are in the age group of 14-19 years old (87.5%), while among 30–34 years old this figure was 82% [42].

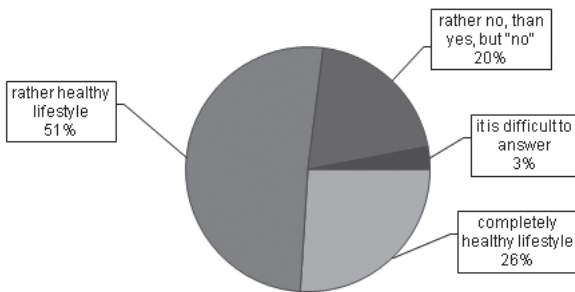


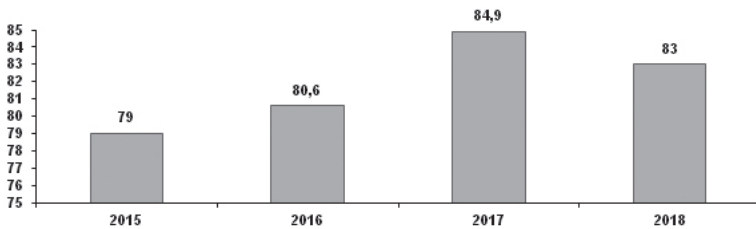
Fig.6. Distribution of answers to the question “Do you consider your lifestyle healthy?” (among all respondents, depending on the type of settlement, N = 2001),%

At the same time, young people who consider their lifestyle healthy *smoke* (38.8% of respondents in 2018 indicated that they smoked one or more cigarettes in the last 30 days); *drink alcohol* (74.3% admitted to have drunk any alcoholic beverages at least one or more times in the last 30 days); *use*

*drugs* (16% of young people indicated that they had used any drug during their lifetime one or more times, 9% of respondents reported having used cannabis (grass) at least once in the last 30 days, and 6.2% had used any pharmacy drugs, spices or “salts” during the last 6 months) [91].

That is, one of the unconscious *risks* that provokes health deterioration of young people and may be a factor of young people exclusion from the health care system is the lack of awareness of young people to maintain their own health, a healthy lifestyle.

At a young age, health problems, if any, rarely cause discomfort in everyday life. Self-assessment of one’s own health is an important indicator that determines the need of young people to turn to medical institutions and specialists. Sociological research shows that young people are quite positive about their own health. Thus, in 2018, 83% of respondents aged 14-34 positively assessed their own health (in 2015 - 79%).



*Fig. 7. The share of young people aged 14-34 who positively assess their own health, % of all respondents*

The results of a household survey conducted by the State Statistics Service in 2018 show an overestimated level of positive assessment of young people’s own health, compared to the adult population. If at the level of the survey of all households every second person (49.5%) assessed their state of health as “good”, then among young people aged 14-29, this figure, depending on age and gender, reached 85-75%. 2) [73].

Most of those who rated their health positively were boys: 85.4% aged 14-15 and 81.0% aged 16-17. Girls rated their health more skeptically as 74.8% of girls aged 14-15, 76.8% aged 16-17, and 74.0% aged 18-29 rated it as “good”.

The share of young people who rated their health as “poor” was insignificant.



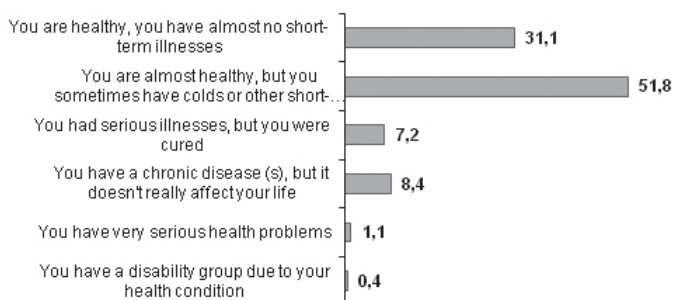
**Table 2**

**Self-assessment of the state of health of the population depending on age and sex**  
(% of the total number of persons of the corresponding age and sex)

	All household members	14-15 years		16-17 years		18-29 years	
		boys	girls	boys	girls	men	women
Good	49,5	85,4	74,8	81,0	76,8	74,0	71,1
Satisfactory	40,5	14,4	24,5	19,0	22,6	23,2	27,5
Bad	10,0	0,2	0,7	0,1	0,6	2,8	1,4

Source: State Statistics Service of Ukraine.

One of the important determinants of health is the presence of chronic diseases, which often lead to a decrease in the ability to work and social activity of a young person. According to the results of the “Youth of Ukraine 2018” survey, a third of young people (31.1%) indicated that they do not have even short-term illnesses and half of young men and women (51.8%) “sometimes have colds or other short-term illnesses” [42]. Only 1.1% acknowledged serious health problems, and 0.4% of young people were assigned to a disability group (Fig. 8).



*Fig. 8. Distribution of answers to the question “How do you assess the state of your health in general?”*

(among all respondents,  $N = 2001$ ),%

According to a 2018 household survey conducted by the State Statistics Service of Ukraine, 14.1% of young people aged 14-29 had chronic diseases or health problems, while among the general population this figure was 38.9% [73].

During the year, two thirds of men aged 18-29 (62.3%), 73.9% of women of this age were ill. Among young people aged 18-29, more women (82.8%) than men (68.1%) sought medical attention. At the age of 16-17 years during the year there were more diseases among boys: 80.6% against 74.1% among girls. While in the age category of 14-15 years, girls were more ill: 82.7%, compared to 78.1% among boys. Almost 100% of adolescent doctor visits are mostly related to the need for medical examinations.

**Table 3**  
**The disease incidence and number of visits to the doctor of young people aged 14-29 years, depending on age and sex**

*(% of the total number of persons of the corresponding age and sex)*

	Youth aged 14–29	14–15 years		16–17 years		18–29 years	
		boys	girls	boys	girls	men	women
have been ill for the last 12 months	68,7	78,1	82,7	80,6	74,1	62,3	73,9
have chronic diseases and health problems	14,1	10,5	21,5	19,5	6,0	13,4	14,5
have been consulting a doctor for the last 12 months	79,6	94,8	97,3	95,0	96,1	68,1	82,8

*Source: calculated according to the State Statistics Service of Ukraine.*

Among the urgent social needs of the population, the leading place belongs to the possibility to receive timely medical care, purchase medicines or medical supplies. The National Human Development Report 2011 identifies a number of factors that limit the access of the population to the health care system in Ukraine:

- 1) income inequality and poverty;
- 2) access to medical services depends on the type of area;
- 3) high level of distrust in the health care system;
- 4) exclusion from public life due to poor health.

The system of indices of non-economic aspects of social exclusion, which allows to assess the level of exclusion from the health care system, includes the following ones:

- unavailability of medical care
- lack of funds to pay for emergency medical services [46].

These indices are calculated on the basis of the analysis of official statistical information, which is mainly based on household survey data, which does not allow singling out quantitative indices of the level of youth exclusion from health services.

One of the social factors that significantly affects the social status of the individual and is a deterrent to public access to the health care system is financial security. Lack of material wealth largely determines the way of life, indirectly influencing the formation of behavioral stereotypes characteristic of the uneducated and low-status sections of the population, including - carelessness, prevalence of smoking, alcoholism and drug addiction, acts of violence, etc. [40, p.87]. *Economic constraints* due to lack of funds are the most common cause of rejection in health care.

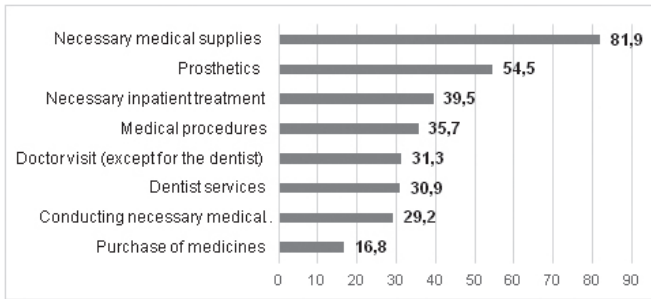
The problem of receiving free medical services or their high cost is also connected with low income. Such a social problem is faced primarily by the poor, large families. The exclusion of individuals from medical services due to the lack or difficulty of obtaining them free of charge affects the state of health, the ability to maintain the required level of efficiency [48].

According to a study by the State Statistics Service of Ukraine “Self-assessment of the population’s health status and the level of availability of certain types of medical care” (2018) in almost all households (97.7%) during the year any family member needed medical care, purchase of medicines and medical supplies [73]. At the same time, in every fifth household (21%) the necessary needs for treatment, drugs and medical care will not be met (in 2017, the share of such was 29.7%).

Among household members who needed in 2018 but did not receive the necessary medical care:

- 17.2% of households whose members needed medical care during the year could not buy *medicine* (81.9% of households whose members did not receive the necessary medical care in 2018);

- failed to conduct the necessary *medical examinations* 11.4% (54.5%);
- 8.3% (39.5%) could not visit the *dentist*;
- 7.5% (35.7%) could not visit a *doctor* (except for a dentist);
- 6.6% (31.3%) did not receive *medical procedures*;
- 6.5% (30.9%) did not receive the necessary *inpatient treatment*;
- 6.1% (29.2%) did not have prosthetics;
- 3.6% (16.8%) did not purchase the necessary *medical supplies*.



*Fig.9. Needs for treatment, drugs and medical care that were not received in 2018 by household members who needed them, % among households whose members did not receive the necessary medical care in 2018*  
 Source: calculated according to the State Statistics Service of Ukraine.

The vast majority of households (93–99%), which were forced to refuse these types of medical care due to the need to purchase medicines and medical supplies, receive medical procedures, visit the dentist and prosthetics, and receive hospital treatment, cited their high cost as the reason for refusal.

Medical services, the refusal of which depended not only on the high cost, is to *visit a doctor* and undergo a *medical examination*. The reason for refusing a visit to the doctor was not only the high cost of the service (58.9%), but also the lack of a medical specialist of the required profile (29.4%) and imperfect organization of the process –

too long queues (11.7%). The unavailability of medical examinations, in addition to the high cost (88.6%) is also due to the lack of necessary medical specialists (9.9%) and inadequate care (1.5%) [73].

Another barrier that limits public access to health care is the *remoteness of the medical infrastructure*. 5.1% of households in large cities and 10.5% in small cities suffer from the lack of medical facilities, while in rural areas this is a problem for 26.9% of households, i.e. more than 5 times compared to large cities. Rural health infrastructure has declined significantly over the past 10 years. Rural residents are more significantly disadvantaged than urban residents due to low infrastructure development: 46% of rural households suffered from the lack of facilities that provide household services (among urban – 4%), 42% – from the lack of emergency medical services. assistance (4%), 29% – from the absence of a medical institution not far from the house

(6%) [48, p.126].

A factor in the exclusion of the Ukrainian population from medical services is the *high level of distrust in the health care system* [46]. The presence of such a factor in the young people exclusion from the health care system was confirmed by the sociological study “Attitudes of Ukrainian youth to a healthy lifestyle” (2010). According to the study, a significant proportion of young people - almost a third - generally limited their contact with doctors and resorted to self-medication, listened to the advice of relatives and acquaintances or received advice on the Internet. At the same time, 77.3% reported that they had no serious problems during the last 12 months, and when they needed medical care, for various reasons did not see a doctor [39, p. 54].

The results of the survey “Youth of Ukraine – 2108” show that more than a third of young people during the year did not apply to any medical institution (36.8%). Mostly young people visit state and municipal medical institutions for preventive examinations (31.6%) and medical consultations (26.4%). 11% of young people turn to private medical institutions. Urban youth, more often than rural ones, use medical services in private institutions, rural ones – in state/communal ones (Table 4) [42, 82].

**Table 4**  
**Distribution of answers to questions**  
**“Have you visited .... for the last 12 months?”**

*(among all respondents, depending on the type of settlement, N = 2001),%*

	Among all	Urban youth	Rural youth
They did not go to any medical institution	36,8	36,3	37,8
For the preventive examination in a state/ communal institution	31,6	30,0	35,1
For the doctor’s advice in a state/communal institution	26,4	27,5	23,9
For the doctor’s advice in a private institution	11,2	13,2	6,7
For the preventive examination in a private institution	10,6	11,1	9,4
For services in the state / municipal maternity hospital	2,6	2,6	2,7
For services in a private maternity hospital	0,8	1,0	0,3

**Note:** *The amount is not equal to 100%, because the respondents could choose several answer options.*

One aspect of youth exclusion is limited opportunities in daily life due to poor health. According to Ukrainian youth, the state of health largely

depends on a number of factors, among which the most important are:

- bad habits: drug addiction (91.4% of respondents), drug use (91.1%), alcohol use (87.8%), smoking (85.7%);
- ecological situation (80.3%);
- personal attitude to one’s health (75.7%);
- proper nutrition (73.6%);
- working and home conditions: working conditions (68%), psychological atmosphere at home (67.7%);
- chronic diseases (62.7%);
- physical education and sports (62.2%);
- material well-being (59.3%);
- daily routine (51.5%) [39, p. 38].

**Bad habits** are one of the threatening factors that negatively affect human health. Thus, according to young people, it is the free choice of lifestyle that first of all provokes the risks of losing health. Both mental – due to the instability of modern life, causing depression, gastric disorders, suicides, and physical – due to increased levels of alcohol, tobacco, drugs, hypodynamics, which leads to accidents and injuries, as well as replenishment of vulnerable groups under social protection [92, p. 143].

The spread of bad habits (smoking, alcohol and drug use) observed among children and young people in recent years can be seen as a threat to national security, a significant factor in the exclusion of young people from social life.

*Smoking* has a detrimental effect on the health of young people, which has long-lasting effects. According to the World Health Organization (WHO), almost two-thirds of premature deaths and one-third of the overall “disease burden” among the population are related to conditions and behaviors that occur in childhood and adolescence, particularly in the first place, smoking [81, p. 70]. Ukraine is traditionally characterized by a high prevalence of smoking. Among European countries, it occupies one of the leading positions in the prevalence of smoking among men, second only to Russia.

According to sociological research “Youth of Ukraine”, the share of young people who smoked one or more cigarettes during the last 30 days increased from 27.6% in 2015 to 38.8% in 2018 (Fig. 10). Among young men, this figure is almost twice as high as among young women (50.8% and 25.1%, respectively).



*Fig. 10. Proportion of young people aged 14-34 who smoked one or more cigarettes during the last 30 days, % of all respondents*

A survey of adolescents conducted in 2019 as part of the international project “European survey of students on alcohol and other drug use – ESPAD” shows that 43.8% of young people aged 14–17 believe that they can easily buy cigarettes if want (boys – 59.5%, girls – 47.6%) [32]. The highest level of accessibility was determined by adolescents living in regional centers (50.1%). This index is lower among respondents living in villages (36.3%) and is even lower among residents of other cities (34.9%).

Electronic cigarettes and their varieties are becoming increasingly popular among young people: half of young students (50.5%) have experienced e-cigarette smoking at least once in their lives. The majority of adolescents (70.1%) believe that smoking e-cigarettes 1 or 2 times does not pose a health risk.

According to the State Statistics Service of Ukraine, in 2018 the number of persons over 12 years of age who reported smoking was 17.9% of the total population of Ukraine aged 12 years and older (in 2017 – 18.7%, in 2013) - 21.3%); among the total number of smokers, 17.6% were young people aged 14-29 years [73].

There is a significant gender and age differentiation among young people who smoke. Thus, among young people aged 14–17 who smoke, the share of boys was 59.3% and girls – 40.7%, the gender difference in the prevalence of smoking among young people aged 18–29 was more significant: 80.0% among men and 20.0% among women.

If smoking is a risk of young people exclusion from social life for health reasons, then alcohol and drug addiction have not only a negative impact on personal health, but also form social exclusion due to limited social ties, the formation of antisocial behavior. In this context, social exclusion includes two vectors – deprivation of the most excluded, as well as discrimination by society of this group of people [20, p.4].

In the minds of many adolescents, alcohol and drugs are an attribute of “adult life”, and the very desire to be an adult encourages young people to use psychoactive substances. Gradually, alcohol and drugs become a way of life for adolescents, young people, harming loved ones, others, society as a whole [81].

Alcohol consumption is a manifestation of risky behavior of young people, which provokes both loss of health and antisocial behavior, marginalization of the individual.

According to the sociological survey “Youth of Ukraine – 2018”, 74.3% of young people aged 14–34 admitted to drinking any alcoholic beverages at least one or more times in the last 30 days [42]. This figure was higher among men (81.1%) than among women (67.2%). As the age of young people increased, the share of those who drank alcohol at least once or more during the last 30 days increased: from 53.1% among young people aged 14–19 to 79.9% among 30–34 years.

The most popular drink among young people is beer – it was consumed during the last month by more than half of respondents, with 6% daily, every fourth weekly (27.7%) and once a month (25.2%). In conditional second place – wine and champagne, they were mainly consumed once a month by a third (33.3%) of young people, and 29.2% drank spirits (vodka, cognac, whiskey), 29.3% – low-alcohol drinks, cocktails.

According to the ESPAD 2019 survey, 85.7% of adolescents aged 14–17 drank alcohol at least once in their lifetime; 13.6% drank alcohol once or twice [32]. This is the so-called “precedent of acquaintance” with alcohol. 11.5% of adolescents had “extensive” experience of alcohol consumption (10 to 19 times); “Wide” experience (40 times or more) – 18.4% of surveyed adolescents. In total, the number of people who drank alcohol in their lifetime was ten times or more, 46.3%, i.e. almost half of the respondents.

The results of the survey show a certain ease with which young people can get alcohol. Thus, it is easiest for teenagers to get low-alcohol beverages (60.7%). Half of the respondents admitted that they could easily get beer (53%), champagne (51.8%) and wine (50.4%). Strong alcoholic beverages are readily available for 28.3%.

However, the greatest threat to the health and lives of young people should be considered the spread of *drug addiction*. Young people are the most susceptible to drugs, because the causes of drug addiction are often natural for such an age curiosity and imitation of older peers. Often, drug use is preceded by smoking or alcohol consumption [40, p.91].



Unfortunately, in Ukraine, monitoring studies of the prevalence of drug use among the general population and young people in particular are not conducted.

According to the sociological survey “Youth of Ukraine - 2018” 16% of young people aged 14-34 years said that they used any drug during their life one or more times [42]. In addition, 9% of respondents reported using cannabis (grass) at least once in the last 30 days, and 6.2% had used any pharmacy drug, spice or “salt” in the last 6 months. 11% of respondents thought that it was easy to get marijuana or hashish (15% among boys, 8% among girls). 5% of adolescents (4% among girls and 6% among boys) acknowledged the ease of getting amphetamine. Tranquilizers or sedatives are easy to obtain according to 5% of respondents [91].

According to a study conducted in 2019 by the Oleksandr Yaremenko Ukrainian Institute for Social Research within the project “European survey of students on alcohol and drug use” (ESPAD), 18% of pupils/students aged 14-17 had experience of using any drugs (17.9% among boys, 18.1% among girls), 8.7% of adolescents (10.7% of boys and 6.8% of girls) had experienced marijuana use during their lifetime [32].

12.3% of students (11.5% among girls and 13.3% among boys) acknowledged the possibility of easily obtaining marijuana or hashish (cannabis). Regarding the possibility of obtaining other drugs (amphetamines, methamphetamines, tranquilizers (without a doctor’s prescription) ecstasy (MDMA), cocaine, crack, poppy extracts, methadone), the answers “very easy” and “rather easy” for amphetamines were given by 5.9%, about poppy extract – 5.7%, ecstasy – 5.2%. The proportion of students who reported easy access to methamphetamine, cocaine and crack was 3.8-4.9%.

There is no statistical information on drug-addicted youth in Ukraine. According to the Ministry of Health of Ukraine at the end of 2017, the number of people with mental and behavioral disorders due to intravenous drug use was 51,489 people, which was 84.5% of all drug addicts. Of these, 3214 people (6.2%) are people who have been diagnosed for the first time in their lives with mental and behavioral disorders due to drug use. In 2017, 251 cases of deaths related to the use of psychoactive substances were recorded, among them 54 cases (21.5%) were young people aged 15–29 [47].

According to expert estimates, the total number of people with drug addiction and occasional drug users is 5-10 times higher than officially registered. Experts draw attention to the fact that 80% of drug addicts are young people, including 40% – underaged [39, p. 69].

The main risk factors for drug abuse include: their easy availability, social unrest, including rising youth unemployment, family disorders, psychological, biogenetic factors, the spread of drug subculture among young people [38, p. 54].

Another risk factor that provokes health problems and destroys young people's social ties is *risky sexual behavior*. Since a person's sexual culture develops at a young age, sexual behavior has a significant impact on a young person's health, including reproductive function and the risk of sexually transmitted diseases.

According to the study "Youth of Ukraine - 2018", the most active age of sexual intercourse of young people is 16-18 years [42]. 10.3% of respondents indicated their first sexual experience at the age of 16, 11.4% at the age of 17, and 13.6% at the age of 18 (Fig. 11).

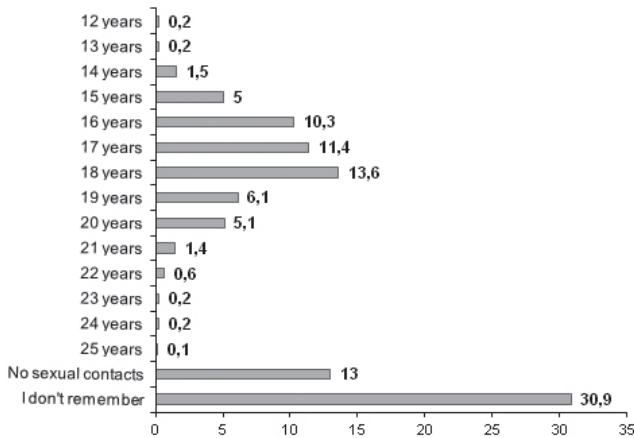


Fig. 11. Distribution of answers to the question "At what age did you have first sexual contact?"

(among all respondents,  $N = 2001$ ), %

Among 81.0% of young people who had sexual intercourse during one year, 11.5% of young people had sexual intercourse with two or more irregular (random) sexual partners with whom they were not married and did not live together. Only 64.7% of respondents who had sexual intercourse with a non-regular sexual partner reported using a condom during sexual intercourse with a non-regular partner. Among young people aged 14–19 years there were 70.1%, while among young people aged 30–34 years - 59.2% [91, p.18].

Risky sexual intercourse, which is typical for young people, exposes them to the risk of contracting sexually transmitted diseases and HIV. According to the Center for Public Health of the Ministry of Health of Ukraine, the predominant mode of HIV transmission in Ukraine is sexual – 64% [19].

Young people's awareness of safe sexual behavior is an important component of morbidity prevention and reproductive health. The list of national indices for monitoring and evaluating the effectiveness of measures to control the state of the HIV/AIDS epidemic includes the percentage of young people aged 15–24 who correctly identify ways to prevent sexual transmission of HIV and know how it is not transmitted. In Ukraine in 2009 this figure was 40% [81, p.109].

According to the Youth of Ukraine 2018 survey, only a third of young people (34%) correctly identified ways to prevent sexual transmission of HIV and knew how it is not transmitted, according to the Youth of Ukraine 2017 survey, this figure was 26%. In 2018, 65.5% of young people surveyed considered their knowledge of HIV to be sufficient (61.9% in 2017), while 17.9% expressed the need to increase their awareness of this issue, and 15.5% could not carefully assess the level of their knowledge [91, p.17].

In addition to the immediate threat to life that increases with the spread of the HIV/AIDS epidemic, the risk of young people's risky sexual behavior can include health problems, infertility, and sexual/family problems.

The analysis shows the threatening trends in the health of young people and the attitude of young people to maintaining their own health. In Ukraine, there is no “social order” for the formation of a culture and traditions of a healthy lifestyle, which involves the individual's awareness of the value of their own health and the cultivation of appropriate behavior to preserve it.

### **Exclusion of young people from the social environment**

Social environment is a complex multidimensional formation, a specific manifestation of social relations that take place in a society in which the individual lives and develops; a set of social conditions of human life (spheres of social life, social institutions, social groups), which affect its consciousness and behavior [18, p.94]. In the structure of the social environment there are macro- and micro-levels. The macro level includes the material, cultural, political environment. The micro-level is the specific living conditions of an individual (family, neighborhood) and the conditions in the immediate environment (street, type of settlement, educational or work team, public organizations, formal and informal associations).

In the process of life support of each individual, certain social ties are formed, which involve the exchange of information, work results etc. Social ties can be both socially useful and socially harmful (criminal activity, drug addiction, etc.).

The following types of socially useful social ties are distinguished:

- social ties that are formed in the family sphere and are associated with the joint satisfaction of basic life needs, raising children;
- social ties regarding the realization of civil rights of a citizen;
- social relations in the labor sphere;
- social ties regarding the formation of educational and professional potential of the individual;
- social ties that provide satisfaction of spiritual needs [48, p.124].
- 

Disruption of social ties causes deprivation as a process of reduction or deprivation of opportunities to meet the basic needs of individuals or even certain socio-demographic groups. Violation or rupture of social ties is often identified with “social death” as a result of self-elimination or exclusion of the social subject from the life of society at different levels of social life [48, p.125]. Ukrainian sociologists S. Oksamytna and V. Khmelko define the crisis or lack of social ties as one of the indicators of social exclusion/social exclusion of the individual [49].

Human is a social being and is characterized by a desire to communicate with relatives, friends, colleagues. Exclusion from such communication can be associated with both personal characteristics (isolation, incommunicability) and prejudice from others due to belonging to a certain group (religious, ethnic, HIV-infected, etc.) [46].

In the system of value priorities of the modern young person the leading place is traditionally occupied by family environment, friends, mutual relations with people. Thus, a sociological study of young people aged 14-29 “Ukrainian Generation Z: values and guidelines”<sup>17</sup> (2017) showed that the highest level of trust of young people to family members and decreases with distance from family and close people. The vast majority of young people (93%) trust close family members: “I completely trust” – 72%, “rather trust” – 21%. The level of trust in extended family members (69%) and friends (71%) is slightly lower. For neighbors and “permanent environment” (classmates and colleagues)

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<sup>17</sup> The survey was conducted in July-August 2017 by GfK Ukraine at the request of the New Europe Center. The sample consists of 2000 respondents aged 14-29 and is representative of the population of Ukraine of this age group by sex, age, region of residence and size of the settlement (excluding the population of the Autonomous Republic of Crimea and uncontrolled territories of Donetsk and Luhansk regions).

the level of trust is much lower, mostly respondents chose the answer “both trust and distrust”: 37% for neighbors and 39% - the immediate environment [71, p.129].

The formation of a young person’s personality, especially adolescents, is significantly influenced by the *family* and family relationships. Family upbringing for a child, and in adult life maintaining close family relationships is an important component of the social well-being of the individual.

Family and family relations have been and remain a priority for Ukrainian youth. The results of the sociological survey “Youth of Ukraine - 2018” show that almost two thirds of young people (59.9%) aged 14-34 put family happiness first among their life values, while the second position is occupied by “health” ( 54%), the third – “career” (39%) [42]. Young women value family relationships more than men: 72.2% of young women and 48% of young men strive to achieve family happiness in life.

Parents have a significant impact on the lives of young people. Thus, according to the results of the survey “Ukrainian Generation Z: values and guidelines” 77% of young people aged 14-29 indicated that the opinion of parents significantly affects their decision-making. With age, the influence of parents’ decreases, but still remains significant: for 56% of young people between the ages of 25 and 29, parents are the ones who have the greatest influence on important decisions. Only 24% of young men and 17% of young women stated that they make important decisions solely at their own discretion [71, p.106].

One of the factors that can be considered as a risk factor for the formation of antisocial behavior and exclusion of young people from the social environment is the negative life circumstances of the parental family, namely: violence against children, antisocial behavior of parents, irresponsible parenting.

According to the State Judicial Administration, in 2017 the courts of first instance received 10,260 cases of deprivation of parental rights (9,681 in 2016), 7964 people were deprived of parental rights (7,559 in 2016) [27]. According to the National Police of Ukraine, in 2018, the territorial police received 107,177 reports and notifications of offenses and other events related to domestic violence, of which 1,285 were filed in person by children. 85 children suffered from criminal offenses related to domestic violence, including 61 minors (under 14 years of age) and 24 underaged. In 2018, 66,498 administrative offenses were detected, of which: 36,256 - for non-compliance by parents or persons replacing them with responsibilities for the upbringing of children. The police registered 66,966 people for domestic violence.

*A friendly environment* traditionally plays a leading role in the processes of forming a young personality. The young person constantly compares their own values, cultural preferences and behavioral attitudes with those adopted among peers.

According to the survey “Ukrainian Generation Z: values and guidelines” the majority of young Ukrainians (85%) are satisfied with their friends and take friends seriously, 89% believe that being true friends is “rather important” and “very important” [71, p. 119]. How much time a young person spends with their friends depends significantly on age: while at the age of 14–17, 85% of young people “often” and “very often” meet with friends, in the age group 25–29, 46%.

Another index that forms the social exclusion of the individual is the level of trust of youth in people. According to the results of the study “Youth of Ukraine: June 2007” there is a general distrust of people, a rather cautious attitude of young people to others (as “strangers”). Only 18% of respondents said that most people can be trusted, while 70% believed that you need to be very careful in dealing with people [38, p.120].

Persons with different identities (of different nationality, religion, political beliefs) do not enjoy the trust of Ukrainian youth. Young people distrust people of other religions: they are “distrusted” and “rather distrusted” by 43%, and other political views: 46% of young people, respectively. People of other nationalities enjoy a slightly higher level of trust: a third of Ukrainian youth (34%) do not trust them [38, p.129].

Mostly Ukrainian youth do not feel discriminated against in society: about 90% of respondents have never been discriminated. In particular, young people have never been discriminated on the basis of sexual orientation (95%), regional origin (94%), language (93%), ethnic origin (93%), religion (93%), social activity (92%), political beliefs (90%), gender (90%), level of education (87%), age (85%) or economic status (80%) [71, p.132]. At the same time, 18% experienced discrimination based on economic status; by age – 15%; by level of education – 8%; due to political beliefs – 8%. Among those discriminated against because of the language of communication, there were more Russian-speakers (22%) than Ukrainian-speakers (11%).

One of the manifestations of social, discriminatory exclusion of young people, which is becoming more widespread in Ukraine, is *bullying* or harassment, the main feature of which is the long-term rejection of a child or young person or group of people in the social environment in which he/she or they live.

According to the 2018 HBSC survey, in the last two months 37.9% of all respondents were victims of insults, bullying and humiliation by other

adolescents. Children aged 10–13 were more often abused than others, and at least 17 years of age. One in three respondents was a victim of name-calling, ridicule and teasing (30.7%), and one in four was a victim of gossip (26.6%). Other forms of bullying suffered by victims include intentional disenfranchisement or disregard (18.2%), obscene jokes and sexual gestures (17.7%), beatings, intimidation, pushing or closing indoors (10.9 %) [77].

An important condition for the prevention of bullying among young people is to identify the causes that provoke this phenomenon. Most reasons; the emergence of bullying can be combined into four groups of factors: personal factors (physical or psychological characteristics); family factors; unfavorable socio-psychological climate in the educational institution; social factors (gender stereotypes, cultural norms, social and economic inequality, the impact of information technology) [74, p.84].

According to the study “Voices of Children”, 19% of children aged 13–17 years over the past year have suffered from bullying [8]. The reasons why they became victims of bullying, according to children, are: appearance (47%), because their family was in difficult life circumstances (18%), age (16%), faith / religion (12%) , belonging to one or another article (9%), parents from another country (6%), family from among internally displaced persons (5%), disability (4%). In addition, 10% of children “never” or “usually” feel safe during school breaks.

Exclusion from the social environment can occur not only on certain personal or social characteristics, but also on the basis of “social status”. In the youth environment, as well as in society in general, there are certain stereotypes of negative perception of certain social groups. Vulnerable groups have the greatest difficulties in communicating and interacting with the environment. Answers to the question “Who do you consider the most undesirable neighbors?” provide information on which groups in Ukrainian society may feel prejudiced [48].

The perception of young people of certain groups of the population in accordance with their social status and social behavior can be assessed by answering the question “Which of the representatives of these social groups do you not want to live next to?”. The results of the sociological survey “Youth of Ukraine - 2017” show a complete rejection of young people aged 14–34: people who inject drugs (90.6%) and alcoholics (82.1%). Less biased attitudes of young people towards people who were in prison (67.7%). Half of the respondents do not want to live next to members of such an ethnic group as Roma (51.4%) and representatives of the LGBT community (people of non-traditional sexual orientation) (49.8%). Slightly less – with HIV/AIDS infected

people (45.0%) [41, p.11]. One in ten expressed a reluctance to live next to representatives of other countries: with immigrants and foreign workers – 12.1%, with citizens of the Russian Federation – 11.0%.

Negative perception of young people of people who have antisocial behavior, non-traditional sexual behavior, a certain nationality forms an intolerant attitude, social exclusion of individuals by social and national factors.

The analysis of the reasons that provoke the exclusion of young people from the social environment shows that sociological studies of young people's contacts mainly relate to attitudes towards certain social groups and assess the hypothetical approval or refusal of young people to communicate. At the same time, contacts with the immediate environment (family, friends, relatives), which significantly influence the formation of stereotypes of young people's behavior, are not studied in terms of factors of social exclusion.

### **Exclusion due to the use of means of communication**

With the development of the information society, the social space is transformed – a new system of information resources allows exchanging information at different levels: global, national, regional, sectoral or local [48, p.124]. Information and communication technologies have become an integral part of the life of a modern young person and significantly affect the development of personality, the formation of interpersonal communication and norms of social behavior.

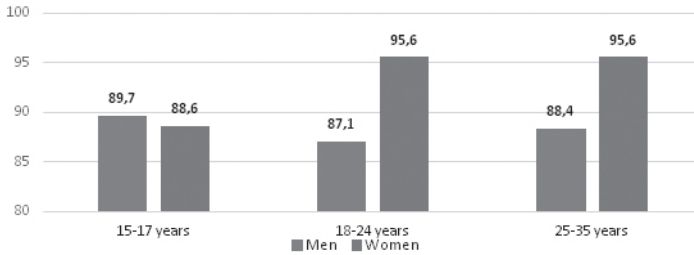
The results of a household survey conducted by the State Statistics Service of Ukraine in January 2019 show that modern information and communication technologies, including the Internet, are becoming more accessible and more widespread among the population of Ukraine. According to the survey, the share of people who reported using the Internet in the last 12 months in Ukraine as a whole was 62.6% (in 2017 – 58.9%) [15]. The share of households that had access to the Internet at home was 61.5% (among those who reported using the Internet during the year). The majority of users (92.4%) had access to Internet services at home (in 2017 - 93.0%), a third (31.0%) – via cell phone anywhere, 13.4% - at work, 6.3% - at the place of study.

There is a significant difference in the use of the Internet depending on the place of residence, so the share of users among urban residents in 2018 was 70.1% (67.7% in 2017), against 47.8% among rural residents (2017 - 41.4%).

The Internet is a useful information resource used by young people for personal communication, obtaining information, promoting economic activity, is a means of employment and more. According to the State Statistics Service of Ukraine, in 2018, 90.4% of young people aged 15-35 used Internet services.

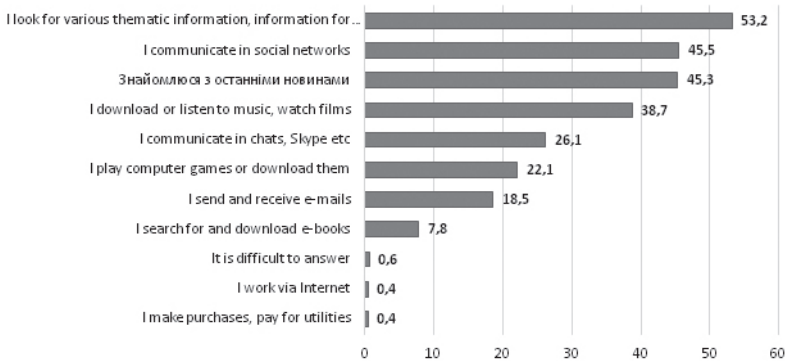


Regarding the distribution by age and sex, the largest percentage among users (95.6%) was among young women aged 18-24 years and 25-35 years (Fig. 12).



*Fig.12. Distribution of young people aged 15-35 who used Internet services in 2018, depending on age and gender; in% to young people who reported that they used Internet services*  
 Source: according to the State Statistics Service of Ukraine

According to the sociological survey “Youth of Ukraine – 2017”, young people most often use the Internet to search for various thematic information, including for training, professional duties (53.2%), as well as for communication on social networks (45.5%) and acquaintance with the latest news (45.3%) [41, p.40]. According to the results of the research, the most popular social networks among young people are Vkontakte (61.0%), Facebook (25.4%) and Odnoklassniki (19.2%).



*Fig.13. Distribution of answers to the question “For what purpose do you use the Internet most often?” (among respondents who use the Internet, N = 1134),%*

Along with the active introduction of the Internet as an information component of life support, there is “information inequality”: some young people do not have the opportunity to use this information resource. In particular, young people living in rural areas have slightly less access to the Internet than urban residents. This is especially observed among young people aged 25-35 years (Table 5).

**Table 5**  
**Internet access for young people aged 15-35 depending on age, sex and place of residence, % of the population of the respective age**

	Men		Women	
	city	rural area	city	rural area
15–17 years	92,6	85,1	90,5	85,3
18-24 years	96,2	83,2	96,8	93,0
25-35 years	92,2	79,1	93,9	79,2

*Source: according to the State Statistics Service of Ukraine.*

Computer technology and the Internet are undoubtedly a powerful modern means of communication among young people. On the one hand, they are an important source of a wide variety of information and provide a quick search, which allows more efficient use of time. On the other hand, with the growing popularity of the use of computers and the Internet, there have been problems with the formation of young people’s personalities. Fascination with cyberspace, spending a long time at the computer (sometimes up to 18 hours a day) causes mental disorders, accompanied by a state of anxiety, emotional arousal, internal tension.

There are a number of foreign studies of the impact of computers on the individual, confirming the impact of computer activities on the departure from reality by artificially changing the psychological state and value priorities. In Western countries, there is an official term for “pathological computer use” (PCU) or “computer addiction”. PCU is now used for a broader category of disorders, and the terms “computer addiction” and “Internet addiction” are used to refer to the pathological use of a computer to engage in social interactions [89].

Factors in the formation of Internet-dependent behavior can be divided into three main groups [85]:

- 1) psychological factors (external and internal):
  - the possibility of realizing fantasies, self-affirmation by creating a virtual image close to the “I-ideal”; lack of recognition and attention;

- escape from the problems of reality; “Flow effect”; simplicity of self-realization in creativity and self-expression; pathological identification with the opposite sex, the availability of cybersex (external);
- inadequate self-esteem, low level of self-esteem up to rejection of the image of “I”; unformed motivation to achieve the goal, low level of self-awareness, lack of reflection skills, lack of self-control; individual passive life position; low level of communication skills, shyness, social phobia; tendency to run away from reality in a situation of frustration; emotional instability, depression, acute loneliness; general vulnerability of the self-regulation system (internal);
- 2) socio-psychological factors: the need for human self-affirmation in society; powerful expansion of the boundaries of personal communication; ease of finding like-minded and emotionally close people, meeting the need to belong to a social group and recognition; the opportunity to escape from real life and its problems;
  - 3) social factors: pressure of the economic, environmental and other social problems, social maladaptation; availability of computer technologies; ignorance of the population about the possibility and negative consequences of addiction; lack of assistance programs for addicts.

The widespread use of computer technology and Internet resources in the daily lives of Ukrainian youth provokes the emergence of various forms of dependence of young people on technological means. The results of a sociological survey conducted by the Gorshenin Institute (2012) show that today most young people (62.3%) can no longer imagine their lives without the Internet, more than a third of young people (34.9%) who took part in survey, to the question “Do you think you could live without the Internet?” gave the answer “definitely not” [90, p.88].

According to a survey of students aged 14-17, conducted as part of the international project “European survey of students on alcohol and other drugs - ESPAD” (2019), 23.9% of adolescents reported that they are in a bad mood when you can’t spend time on social networks. 43.6% of adolescents admitted that their parents pay attention to spending too much time on social networks: every second among girls (50.9%) and more than a third among boys (35.7%) [32, p.59]. Every tenth (9.4%) teenager spent 6 hours or more playing electronic gadgets (14.2% among boys and 4.9% among girls).

Young people often use the Internet to play on the computer; then addiction is combined with another problem – gambling, game addiction. Today,

computer technology has reached a certain level, which allows programmers to develop very realistic games with good graphics and sound design. The number of people who are called “computer fans” or “gamers” (from the English “game”) is growing.

Adolescents are most affected by computer games, because events in computer games are not repeated and occur quite dynamically, and the gameplay itself is continuous. Full immersion in the game creates the effect of the player’s participation in virtual reality, in some existing process only for him. It is this feature of computer games that makes it difficult to stop the game, distracts from certain social responsibilities in real life.

According to teenagers themselves, they do not spend much time playing computer games: 77.3% “completely” or “partially” do not agree that they spend too much time on computer games; whereas one in four (27.5%) “fully” or “partially” agree with this statement [32, p.61].

The results of a survey of adolescents aged 14-17 allow us to talk about the dependence of the emotional state of some adolescents on the ability to spend time playing games on electronic gadgets: 13.9% agreed with the statement “I have a bad mood when I can not spend time at the computer games”.

In 2019, the World Health Organization (WHO) officially recognized the so-called “gambling disorder” disease and included it in the new International Statistical Classification of Diseases and Related Health Problems (ICD-11), which will enter into force on January 01, 2022. Among the described symptoms of gambling are frequent and long game sessions. In general, for the player, gaming becomes a vital priority, for which he is willing to sacrifice other things.

The Annual State Report on the Situation of Children in Ukraine in 2016 “Child Safety in the Information and Communication Space” (2017) identifies the negative consequences of active use by children and adolescents of modern information and communication technologies that provoke developmental problems and personality change [3]. Namely:

1) lifestyle change:

- change in the life world due to intensive communication – changes in the subjective perception of time;
- change in the system of values – the picture of the world of the individual is transformed into virtual reality, which leads to special, changed, states of consciousness, formed a “new morality”, new ethical norms;
- change of forms of socialization – the transition from a collectivist model to an individualistic one;

- 2) developmental problems: developmental delay, language developmental delay, problems with concentration;
- 3) health problems: deformation of muscle tissue formation; electromagnetic radiation; adiposity;
- 4) psychological problems, computer addiction, gambling [3, p.84-89].

The negative impact of the information space on the individual can provoke changes in the psyche, as well as worldview and social behavior. An indicator of changes in a person's mental health can be the loss of adequacy of the individual in the individual attitude to the world, the degradation of personality. Changes in values, life positions, guidelines, worldview cause antisocial behavior and pose a danger not only to the individual but also to society. An important feature of information and psychological influence on the individual consciousness of a person is that he may not be noticed and perceived as a threat [3, p.84].

Changes in the behavior and health of young people, as a consequence of active and dangerous use of information technology in everyday life, provoke social exclusion both by changing the worldview of the individual and by behavior that separates a person from society, create barriers to the real, not virtual, communication and interaction.

\* \* \*

The analysis of levels and factors of social exclusion of Ukrainian youth demonstrates the presence of alienation of a certain part of young people from social life, which is caused by both external socio-economic processes and individual characteristics of development and behavior of the individual. The social inclusion policy, which is determined by the priority of social development of the leading European countries, first of all the EU countries, is aimed at counteracting social exclusion. It aims to address discrimination and limited access to sources of welfare and basic integration mechanisms in a post-industrial society [36].

The European Social Charter, ratified by Ukraine in 2006, defines the right of everyone to protection from poverty and social exclusion [22, 68]. In order to ensure this right, States that have ratified the Charter should take measures "to ensure that persons living or likely to find themselves in situations of social exclusion or poverty, as well as members of their families, have effective access, in particular to work, housing, vocational training, education, culture and social and medical care"(Article 30).

The issue of overcoming the young people exclusion from social life is a complex multidimensional process that requires a comprehensive approach both in the context of eliminating crises in the social and economic life of the country as well as according to the formation of moral and social priorities. Taking into account Ukraine's European integration aspirations, priority should be given to the development and implementation of social policy aimed at social inclusion, in accordance with existing practices in EU countries.

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## **SOCIAL SUPPORT FOR CHILDREN WITH DISABILITIES IN THE COMMUNITY**

**M**odern social and economic conditions (increasing poverty, housing problems, unemployment, reduced social guarantees) have exacerbated the situation in the country. Decline of socio-economic conditions have led to an increase in potential recipients of social services.

The greatest financial, psychological, educational, health and other difficulties are experienced by families having disabled children.

Ensuring effective social support is a priority in the social sphere.

In this context, the role of community in organizing a holistic system of integrated social services, their accessibility and targeting is very important.

Social work in the community should be preventive in order to prevent crisis phenomena, not to overcome the consequences.

Both “medical” and “social support” should be taken into account when developing a system to address the problem of families with children with disabilities.

The above arguments prove the urgency of the issue and the need to solve it not only at the level of the state, but also at the level of the territorial community.

**The purpose of the article** is to summarize the practical experience of social work in the community with families that have children with disabilities.

Article 6 of the Convention on the Rights of the Child (ratified by Ukraine on February 27, 1991) provides that the States Parties shall ensure to the maximum extent possible the survival and healthy development of the child.

Article 7 of the Convention on the Rights of Persons with Disabilities stipulates that the States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.

Professor T. Semyhina defines social work in society as a method, variety, form or level of social work that is done at the micro-social level (10).

O. Bezpalko defines the role of the community as a socializing factor in the development and formation of children (1).

Issues of social work in the community, as one of the methods of social work are defined by such foreign scholars as M. Migalieva, T. Zolotarova, T. Romm, L. Walter.

Domestic researcher G. Slozanska emphasizes the need for the amalgamated territorial communities to bring social services closer to people in need [11].

The community must, by combining available resources (premises, finances, personnel) provide the opportunity to create a new integrated model of social services at the family's place of residence, without removing it from the usual environment, introducing preventive mechanisms for family life in difficult circumstances.

In Uman (a city of regional significance with a population of 83 thousand) there are 306 families with children with disabilities (Table 1).

**Table 1**

№	Nosology	Number of sick children	Mixed defects
1.	Infantile cerebral palsy	41	27
2.	Epilepsy	16	
3.	Hydrocephalus	6	
4.	Mental retardation	36	10
5.	Down's syndrome	12	7
6.	Peripheral neuropathy	27	3
7.	Musculoskeletal disorders	17	
8.	Respiratory disorders	16	2
9.	Cardiovascular disorders	30	2
10.	Diabetes mellitus	13	
11.	Urinary system disorders	12	
12.	Gastrointestinal disorders	13	2
13.	Ophthalmological disorders	23	2
14.	Hearing disorders	24	
15.	Cancer	5	
16.	Endocrine disorders	7	
17.	Facial defects (Birth defects)	8	3
	<b>Total :</b>	<b>306</b>	<b>58</b>



One of the priorities of the local authorities is to increase the welfare of young residents of the city, respect for their views, protection of rights and interests, creation of a friendly, safe environment for families and children.

In order to realize the right of children with special needs to receive quality education, appropriate conditions have been created in preschool and secondary education institutions for the organization of inclusive education for children and differentiated psychological and pedagogical support has been provided.

Correction and development services are provided by an inclusive resource centre.

Various forms of integrated education of the New Ukrainian School have been provided in the city. It is a pleasure to learn at such a school, which gives its students not only knowledge but also the ability to apply it in their lives. The school personnel listens to students' opinions, teaches them to think critically, not to be afraid to express their opinions and be responsible.

In order to carry out preventive work at various stages, medical examinations of children in the first year of life are conducted on a monthly basis, and children from vulnerable families are examined quarterly. Specialists at the Youth Friendly Clinic of the Uman Children's Hospital regularly take steps to equip children with the skills to behave responsibly towards their own health.

From April 1 to April 30, the 14th All-Ukrainian charity event "Heart to Heart" was held under the slogan "Live, child's heart".

The collected funds (UAH 35,000) will be used to purchase cardiological equipment for the Uman Children's Hospital.

In order to timely identify and support families with children who are going through difficult periods of child custody, together with employees of the Juvenile Prevention and Education Department, monthly raids are conducted to promptly identify children who are in difficult situation and provide them with comprehensive assistance ("Street", "Station" and "Teenager").

At the meetings with children on the basis of educational institutions of the city the issues of bullying and the influence of the Internet on children's development are discussed.

We managed to reduce the number of crimes committed by children in the city from 13 in 2015 to 3 in 2019.

- Conditions have been created for safe walks of children around the city:
- road markings at educational institutions;
- repair and maintenance of city video surveillance systems and traffic lights;
- measures have been taken to illuminate streets and public places;

- work is being done to regulate the number of wild animals;
- children are provided with vests with reflective fluorescent inserts.
- The following measures have been taken with the participation of children:
  - environmental actions: “Clean Uman”, “Clean environment”, “Give the source a new life”;
  - exhibitions of students’ works from domestic waste;
  - ecological week and the citywide ecological holiday “Let’s protect the environment together, friends”.

The right of every child to receive health, recreation and leisure services is ensured.

In the city’s general secondary education establishments, 17 recreation centres and 4 day camps have been set up on the basis of additional education establishments. In summer, children with disabilities and welfare beneficiaries recover in the summer camp “Dream”, which operates on the basis of the Center for Comprehensive Rehabilitation for Children with Disabilities “Snowdrop”.

There is a Leisure and Recreation Center for schoolchildren “Barvohrai”. Students of Pavlo Tychyna Uman State Pedagogical University organize leisure activities for children and teenagers in the city with various games, entertainment programs, sports and competitions, which promotes their active recreation.

Children and their parents were interviewed to conduct an empirical study on improving leisure.

Taking into account the results of the survey on the quality and improvement of children’s leisure, a tour of interesting places in the city of Uman was organized for the visitors of “Barvohrai” Leisure and Recreation Center for schoolchildren

Not only their families but also the community will benefit from the full participation of children with special needs in the life of the city.

To organize an interesting family vacation, there is a department of inclusive social rehabilitation tourism of the Center for Integrated Social Services in Uman, which offers interesting tourist routes.

From May 01, the “Buh” Department of Rehabilitation and Recreation of mixed type hosts the children.

In order to provide the regular physical education and sports activities for children and young people the Small Olympic Games and the School Olympics are organized.

All these measures help families find new spiritual and physical resources to stabilize the family microclimate.

In order to identify families with children who may find themselves in difficult circumstances and to provide them with quality social services, the process of reporting vulnerable families to the Department of Labour and Social Protection of Social Work Entities is established.

Public organizations have been involved in information activities in order to provide social services to more families with children (Union of internally displaced persons “Source of Hope”, “Uman Family”, “Hart”, “Beauty and strength”).

E-government elements have been introduced, and an Internet reception centre has been set up.

*The purpose:*

- to meet the information needs of the inhabitants of Uman;
- to improve the quality of public services;
- speed and convenience of communication between members of the territorial community in the provision of administrative and social services;

*The Internet reception provides:*

- Reception of electronic appeals;
- Answers to them in electronic form;
- Receiving requests for information and giving answers to them.

Ads with information on social work specialists (their contact phone numbers and address) are produced for distribution in city districts, educational and health institutions, post offices and other public places.

Social prevention among families also provides for their systematic registration.

Having analyzed the results of the surveys, it can be seen that 66 % of the respondents know where to seek for assistance in a difficult life situation.

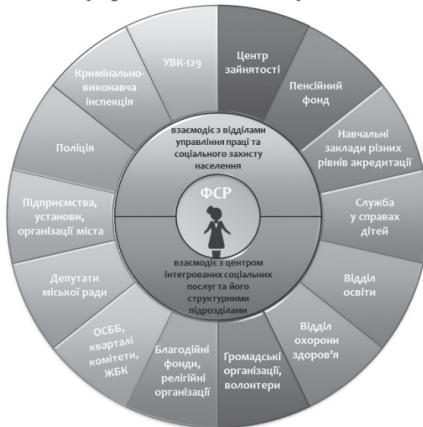
The provision of social services in the community is provided by 14 specialists of social work, who are assigned to the city districts. (see Diagram 1).

About 10 thousand families with children live in the city. To prevent the occurrence of difficult life circumstances, all families were examined by social workers, social passports were drawn up, and the families in need were covered by social services (421 of them were in difficult life circumstances). Social support covers 36 families. As a result, the difficult living conditions of 421 families have been minimized.

Assessment of family needs is one of the tools to protect the child, restore family functions.

To ensure the right of every child to be brought up in a family, children under the age of 6 from families at risk of social orphanhood visit the “Petals of Trust” Day Care Center (since the beginning of the year, the Center has been visited by 3 children). It is planned to cover the services of the Center for school-age children.

**Взаємодія та співпраця ФСР з відділами, управліннями та службами**



*Diagram 1*

The mechanism of assigning state assistance at the birth of a child has been simplified – specialists of the Labor and Social Protection Department receive applications for assistance directly at Uman Maternity Hospital.

Social workers examine families with newborns, work to prevent family problems and identify health problems in children at an early stage.

The Labor and Social Protection Department cooperates with the women’s clinic of Uman Maternity Hospital. During the reporting period, social support was provided to 13 pregnant women.

The rooms of the Labor and Social Protection Department and Uman Center for Integrated Social Services are equipped with baby changing tables. The heads of the city’s cafes and restaurants supported the idea of equipping their establishments with changing tables, places for feeding and playing rooms.

In order to combat violence and ensure the right to safety of children a mobile team of social and psychological assistance to victims of domestic violence was created to provide social services for counseling, crisis and emergency intervention, social prevention according to their needs.

A crisis center against domestic violence has been established;

Having the referral of the Labor and Social Protection Department the following services are provided in the Center for Comprehensive Rehabilitation for Children with Disabilities “Snowdrop”:

- in the day care group “Zerniatka” for children aged 3-6 years, who, for medical reasons, cannot attend preschool institutions;
- children under 3 years of age who belong to the risk group for disability receive comprehensive rehabilitation services (habilitation);
- children who cannot visit the Center are provided with home care;
- a room for psychological relief for children who visit the institution is equipped.
- Children with musculoskeletal disorders receive social transport services (social transportation in Cherkasy region) to deliver them to rehabilitation centers in Uman.

The culinary workshop “Jumpers” was founded in cooperation with the voluntary union of parents of children with disabilities and guardians of orphans “The Stream”, which provides social rehabilitation of children with disabilities, self-care skills and the use of kitchen utensils. It also brings together families with children with disabilities.

The “Snowdrop” Comprehensive Rehabilitation Centre for Children with Disabilities is a fulltime facility, which allows parents to work and provide full support for families and upbringing of children in a family environment. The Center conducts rehabilitation in the following areas:

- early social;
- social and household;
- social and medical;
- pedagogical;
- individual education of children with disabilities in the 1st- 11th grades;
- psychological;
- recovery;
- sports rehabilitation, especially for children with psychophysical disorders;
- career guidance.

16 children with disabilities are being educated on an individual basis, and inclusive education has been introduced for 4 of them.

There is an early intervention service for children with disabilities and children under the age of 2 who are at risk of disability.

Physical culture and sports rehabilitation are carried out. Pupils of the Center are multiple winners of international tennis competitions.

There are permanent exhibitions of children's works, drawings and clubs.

Groups of children with autism spectrum disorders (9) and Down's syndrome (12), 36 children with psychophysical disorders being rehabilitated under special programs, have been formed.

29 children who cannot move independently are visited at home by a multidisciplinary team consisting of a doctor, a rehabilitation teacher, a psychologist, and a visiting nurse.

An early intervention service has been introduced, which has made it possible:

- to create an environment that is safe for the child's development, health and life;
- to provide support to families bringing up children with developmental disorders, preventing parents from abandoning their children with psychophysical disorders and placing them in residential institutions, and preventing the children's disablement;
- in cooperation with family and district doctors, to introduce integrated management of children's illnesses, aimed at preventing children's disabilities and improving the provision of rehabilitation services to disabled children;

### **Examples of positive results:**

#### Success Stories

Alona D., born in 2006, diagnosed with infantile cerebral palsy. The child did not walk from birth, used a pram, suffered from frequent epileptic seizures. For medical reasons, from the 4<sup>th</sup> grade she was individually trained at home and simultaneously underwent rehabilitation at the Centre for Comprehensive Social Rehabilitation for Children with Disabilities "Snowdrop".

In the school year 2018-2019, due to the improvement of her health condition, Alona started visiting the Rehabilitation Centre, receiving day care and continuing her studies.

In 2019 she underwent a severe surgery on her lower limbs, after which doctors recommended 6 months of bed rest. The child was visited by a multidisciplinary team consisting of a psychologist, a massage nurse and a physical rehabilitation specialist. As a result of comprehensive rehabilitation and improvement of the psychological state Alona has been visiting the Center again since September 2019 and receives rehabilitation and day care services.

Bohdan K., born in 2016, diagnosed with infantile cerebral palsy. The child couldn't sit, stand, did not hold his head, was very constricted and emotional.

At the age of 1, on the recommendation of the doctor, Bohdan was visited by multidisciplinary team consisting of massage nurse, physical rehabilitationist and teacher-rehabilitologist.

During rehabilitation at home, the condition of the child improved: Bohdan began to hold his head, sit and stand with the help, became active, vaguely pronounces individual words. Since September 2019 by the decision of the rehabilitation commission Bohdan has been visiting the Center for comprehensive social rehabilitation for disabled children “Snowdrop” and receiving rehabilitation and day care services.

Two former recipients of services at the Center for comprehensive social rehabilitation for disabled children today provide social services themselves.

**Conclusions.** As a result of the introduction of the social work model, the territorial community with families has developed its own vision of social support for vulnerable groups. This takes into account different approaches and public opinion. An integral structure of social services has been created with the introduction of innovative models of work and new types and forms of social work. The level of public awareness has been significantly raised and a team of professional specialists has been formed to provide assistance, support and rehabilitation. A new system of social services for families and children has been built. The introduction of the model has made it possible to optimize the social work system and to respond quickly to social challenges that are emerging in the territorial community.

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**ACCESSIBILITY OF NATIONAL DENDROLOGICAL  
PARK SOFIIVKA OF THE NAS OF UKRAINE FOR PEOPLE  
WITH SPECIAL NEEDS**

The growing interstate, interethnic, interfaith competition, economic, social (in particular, gender) inequality, as well as inequality in general and physical development and any functional disorders determine the need for inclusion aimed at minimizing the social isolation of people with special needs.

To solve the common problems of inclusion, the World Bank has established a special Shared Prosperity Fund [15].

Therefore, efforts to make tourism, as one of the most profitable industries in the world, more inclusive will not only promote its use as a tool for social integration and the realization of new expectations for sustainable development, but also ensure its state support and legislative responsibility of the private sector in relation to social and economic development of inclusive tourism [13].

Traditionally, tourism is considered an elite form of recreation for privileged classes: to travel and enjoy leisure outside of their permanent residence and daily activities. The tourism industry provides profits for large companies by creating exclusive enclaves for the wealthy people, while tourism-related development opportunities are almost inaccessible to the poor

people, especially marginalized individuals, and are quite limited for people with certain functional disorders [9, 11].

That is why the principles adopted on September 25, 2015 at the 70th UN General Assembly on Sustainable Development for the period up to 2030, focus on the development of comprehensive sustainable tourism rather than elite tourism [7], ensuring the widest possible benefits of tourism for people who currently excluded from development due to their gender, ethnicity, age, sexual orientation, disability or poverty [13]. The development and implementation of tools for monitoring the sustainable development of tourism will create jobs, as well as contribute to the preservation of ethnic features of local culture and art [7].

A recent World Bank report on global development notes the first successes and serious challenges to social inclusion [14].

Affordable tourism allows people with disabilities to enjoy their leisure time, so it is worth following the trend towards a more inclusive society in which people with disabilities are able to realize themselves [10]. After all, everyone, regardless of ability and age, should be able to enjoy tourism and recreation. Removing barriers faced by people with disabilities by investing in new infrastructure or downloading information on the accessibility of travel services for such people is of economic importance. Such investments will also provide business and its inclusive areas with a competitive advantage by attracting other growing market segments (elderly people and young families), which will ultimately increase the financial benefits not only to tour operators but also to the local economy [12].

Places that have a positive effect on the health and well-being of people who visit this place are called therapeutic landscapes. The therapeutic landscape is a space that has restorative qualities, in particular, helps to improve mental and physical well-being, and a sufficient degree of isolation from the stresses of everyday life significantly improves health [8].

The landscapes of Sofivka park belong to the places having significant therapeutic effects. Data obtained by NASA scientists in 2012 during a scan of the Earth revealed energetically favorable places for humans in Ukraine. Among them are the dendrological park Sofivka in Uman, Cherkasy region, Lake Synevyr in Transcarpathian region and the reserve Askania-Nova in Kherson region.

Some aspects of tourism for people with disabilities have been the subject of research by domestic and foreign scientists, in particular: I.V. Andreieva [1], O.A. Anikeieva [2], A.D. Bavelskyi [3, 4], P.P. Vychynskyi [5], S.P. Kuzyk [6], and many others.

However, the readiness of such facilities as the dendrological parks and botanical gardens for inclusive tourism has not been sufficiently studied.

**Target setting.** The purpose of the article is to analyze the accessibility of the National Dendrological Park Sofiivka for people with special needs.

Today it is important for botanical gardens and dendrological parks as the most important elements of tourism to accept people with disabilities in their territories. For this purpose it is necessary to consider features of each category of such people: with visual and hearing disorders and the musculoskeletal system disorders. Improving this area will make it possible to develop inclusive tourism targeted at people with disabilities.

According to the Ministry of Social Policy, the total number of people with disabilities in Ukraine is about 6% of the total permanent population of the country. Among the total number of people with disabilities - disabled people of group I are 9.8%, group II – 35.6%, group III – 54.6%. The main consumers of tourist services provided by the National Dendrological Park Sofiivka of the National Academy of Sciences of Ukraine to people with disabilities are people with disabilities and their accompanying persons for whom benefits are provided for free entry to the park. At the same time, it should be noted that not all categories of disabled people can be considered consumers of this type of tourism. For example, a disabled person of the 1<sup>st</sup> group, completely restricted in movement, with an unstable emotional and mental state or who is on continuous medical equipment in a medical hospital, cannot be a consumer of tourist services due to the impossibility of transportation, accommodation and other tourist services outside the medical institution. Therefore, of course, the majority of consumers of inclusive tourism services are people with disabilities of the 2<sup>nd</sup> and 3<sup>rd</sup> groups who come to the park either with relatives or in mobile tour groups with accompanying persons. For example, in 2019, the National Dendrological Park Sofiivka was visited by 110 thousand of benefit-entitled citizens; about 10 thousand people are disabled persons and their accompanying persons.

People with visual disorders were one of the categories of people with disabilities who visited the Sofiivka National Dendrological Park. Currently, there are 37 million blind people and about 125 million visually impaired people in the world. When serving people with poor eyesight, it was taken into account that they receive environmental information mainly by ear or by touch or smell, and visual perception is either given to them in very small parts, or not at all.

Working with this category of tourists is a complex process. You need to take into account everything: how to treat them properly, how to provide them

with new information. In the National Dendrological Park Sofiivka, people with low vision, in addition to hearing information in the form of a story, can enjoy the natural sound of water from waterfalls and cascades, birds singing, fragrant flowers, which greatly enhances the perception of the beautiful world around them. Some corners of the park are suitable for this category of disabled people, such as the Alley of the Lower Pond where the sound of the Snake Fountain creates a specific atmosphere, the territory of the Champs Elysees – a cozy corner of the park with cascades on the Kamianka River and others. Of course, the big disadvantage of providing tourist services to visually impaired people is the lack of labels in Braille in the territory of Sofiivka Park, which would allow a person with a disability to receive information about a particular object on their own. Of course, many botanical institutions in the world today have already created special aromatic gardens for the visually impaired people, equipped with labels in Braille, which allows this category of people to get the most information and pleasure from visiting such places. Therefore, it would be worthwhile to arrange such a garden in Sofiivka as well, which would make it possible to significantly expand the possibilities of providing tourist services to this category of people with disabilities.

The next category of people with disabilities who visits National Dendrological Park Sofiivka are people with hearing impairments. The provision of tourist services to this category of people in Sofiivka Park takes place only in the presence of accompanying persons who are able to convey information through sign language translation. As a rule, mobile groups of people with hearing impairments come to the National Dendrological Park Sofiivka with their sign language interpreter. Sometimes these are family tours in which family members can help convey information to visitors who suffer from hearing disorders and are unable to hear or hear partially. In tourist services of this category, the main problem is to find ways to convey to them information that is transmitted through sounds.

A significant part of visitors to the National Dendrological Park Sofiivka were people with musculoskeletal disorders. Today, all entrances to the park and lavatories are equipped with the necessary elements for people with disabilities in wheelchairs. Special routes have been developed for wheelchair users on which they can overcome obstacles and get maximum information about the location and contemplate the beauty of nature and the art of the garden and park ensemble.

The most disabled visitors for whom the National Dendrological Park Sofiivka is not only accessible, but also performs certain health functions are disabled people with cardiovascular diseases. With such groups the guide must

clearly calculate the load during ascents and descents, speed and information so as not to physically overload people with disabilities. National Dendrological Park Sofiivka is quite suitable for the rehabilitation of sick people with cardiovascular diseases. In the park it is possible to develop different routes with different degrees of load. The hotels of the institution have all the conditions for people with such disabilities to stay in the park for a longer period of time and gradually recover from daily walks. Today, the National Dendrological Park Sofiivka is developing a completely new approach to understanding the essence of the park and its public purpose. The issue of accessibility of the park for people with disabilities is of particular importance, ramps have been created, special routes have been developed, information boards have been installed etc. The institution also creates conditions for the work of disabled people. Currently the staff of the National Dendrological Park Sofiivka employs 34 people of the 2<sup>nd</sup> and 3<sup>rd</sup> groups of disability.

The conducted analysis of market opportunities related to the offer of inclusive tourism services for people with special needs shows that the estimated size of the inclusive tourism market of the National Dendrological Park Sofiivka of the National Academy of Sciences of Ukraine is quite significant with the support of state and local authorities. Adjusting tax policy to attract private sector funding to improve infrastructure for providing physical access to people with disabilities, their families and caregivers of greater choice can be significantly expanded.

Removing barriers in business to create inclusive services and their effective marketing will be a key target to using the benefits of the growing consumer market for inclusive tourism.

Compliance with the requirements to provide visitors with disabilities a comfortable visit to the National Dendrological Park Sofiivka with the greatest informational benefit, will contribute to the inclusion of the institution in the list of institutions suitable for inclusive tourism.

Technological innovations such as electronic information boards, Braille labels, special transport for visitors, can significantly expand the capacity of the institution to receive different categories of visitors with disabilities and make it even more suitable for inclusive tourism.

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**FEATURES OF INCLUSIVE EDUCATIONAL ENVIRONMENT  
FORMATION TO ENSURE THE COMPREHENSIVE  
DEVELOPMENT OF STUDENT YOUTH  
(FROM THE EXPERIMENT OF THE “START” YOUTH  
CENTER ACTIVITY)**

Ukraine's recognition of the UN Convention on the Rights of the Child and the World Declaration on the Survival, Protection and Development of Children has increased attention to the problems of children with disabilities, necessitated the development of targeted state actions to create the most favorable conditions for their self-actualization and active participation in the system of modern social relations. Integration of children with special needs into the general educational space of Ukraine, as one of the directions of humanization of the education system meets the priorities of state policy and consists in personal orientation of education, creation of equal opportunities for children and youth in quality education [9, p. 3].

The introduction of inclusive education in Ukraine is certainly a difficult task, but the study of the inclusive education implementation in Ukraine helps to provide a comprehensive view and attitude to the problem of inclusive education, the works of such scientists as: O. Bezpalko, I. Vasylyashko, T. Hubareva, A. Kolupaieva, I. Lutsenko, O. Patrikeeva, L. Savchuk, N. Sofii, M. Horban, V. Shynkarenko, M. Alekseeva, S. Aliokhina, N. Nazarova, A. Zakharov, G. Ivashchenko, V. Bondar, V. Tyshchenko, T. Yevtukhova, I. Ivanov, O. Savchenko, T. Talanchuk, V. Iliin, E. Martynov, O. Movchan, T. Samsonov, V. Siniov, E. Tarasenko, N. Shapoval, A. Shevtsov, N. Borysova, L. Danylenko, M. Derkach, M. Tchaikovskiy, N. Diatlenko, S. Yefimova, N. Kolominskiy,

O. Ionova, K. Kolchenko, G. Nikulin, T. But, G. Davydenko, T. Ilyashenko, Yu. Kavun, L. Koval, S. Kornitsova, N. Kravets, V. Tkachuk and others.

Today, the problem of children with disabilities or special needs requires special attention from society. At the end of the last century, the UN declared 1983-1992 the International Decade of Persons with Disabilities. This changed the official position of the world community regarding people with disabilities. For the first time, their rights were defined along with the rights of other members of society. Until recently, the problem of disability concerned only the person with a disability and his or her family. Nowadays, it is recognized that disability is not so much a misfortune of one person as a social phenomenon. Therefore, disability is a social phenomenon that no society can avoid [10, p. 142].

The prospect of an individual with disabilities to be involved in the educational space is provided by inclusive education, based on the principle of ensuring the basic right of children to education and the right to study at the place of residence or in a higher education institution [1, p. 45].

The realization of rights to education of children with disabilities is considered to be one of the most important tasks of the state policy in the field of social and pedagogical education. Obtaining quality general, professional and higher education by such children is one of the main and integral conditions of their successful socialization, participation in society, effective self-realization in various types of professional and social activities [11, p. 18].

According to the Law of Ukraine “On Rehabilitation of Persons with Disabilities in Ukraine” (2006), a person with a disability is a person with a persistent dysfunction of the body, which in interaction with the external environment may lead to limitation of his life its rights on an equal footing with other citizens and ensure its social protection [8].

If you indicate what category of children should be considered “Persons with special educational needs”, the following categories can be defined: “children with limited health abilities”, “children with limited functional abilities”, “children with mental and physical disabilities” [1, p. 5].

The term “children with special educational needs due to complex developmental disabilities” should be understood as children with two or more disabilities or children who cannot take care for themselves and according to the individual rehabilitation program of a child with disabilities need individual care and support [12, p. 74].

Children with special educational needs is a concept that broadly covers all children whose educational needs go beyond the norm. It applies to children with mental and physical disabilities, in particular children with disabilities, children from disadvantaged groups [2, p. 22].



Under the concept of “environment” scientists mean the immediate environment of the individual, a set of different conditions of his life, interpersonal relationships and contacts with other people, the real environment in which human development takes place. This approach to the interpretation of the environment as a social category proves that it contributes to the personal development of the child, ensuring the interaction of purposeful learning and education.

Involvement of a child with special educational needs in the educational environment puts forward new requirements for the educational process organization, namely: technological, logistical, organizational, socio-psychological, moral, educational and methodological and others. To better understand the qualitative characteristics and structural components that must take place in the environment of socialization and learning of children with special needs, we turn to the concept of “educational environment”.

In pedagogy, the term “educational environment” means a set of conditions that affect the formation and functioning of the individual in society, its subject-spatial environment, abilities, needs, interests and consciousness.

The study of the educational environment from the point of view of inclusion gives grounds to consider it as a certain technology of inclusive learning, because any technology is aimed at achieving the end result – in our case it is a successful socialization of children with special educational needs [13, p. 210].

In Ukraine, inclusive education is at the stage of its formation and development.

According to the Education Act of Ukraine (2017), inclusive education is a system of educational services guaranteed by the state, based on the principles of non-discrimination, consideration of human diversity, effective involvement and inclusion of all participants in the educational process [7].

According to the Higher Education Act of Ukraine (2014), a person with special educational needs is a person with a disability who needs additional support to ensure higher education [5].

Inclusive education is the main and most effective form of obtaining quality education for people with special educational needs.

Outlining the general situation in the educational system of Ukraine over the years of dissemination of elements, principles and ideas of inclusion, identifying the level of awareness, perception and attitude to the idea of inclusive education by professional groups, public organizations and society as a whole; assessment of implementation experience is an important area of implementation of inclusive education in Ukraine [20, p. 36].

Inclusion is the process of ensuring and increasing the degree of participation of individuals in public life, especially those who have certain difficulties in psychophysical and social development [3, p. 54].

The inclusive process involves the development and application of specific solutions that will enable everyone to participate equally in academic and social life.

With inclusion, all the concerned parties must be actively involved to achieve the desired result. Inclusion is a process of real inclusion of people with disabilities in active public life, equally necessary for all members of society. Equal opportunities can only be achieved in a society where disability is seen through not only a biological but also a social concept, where there is no discrimination against persons with disabilities by the words and actions of healthy people. Society will realize the significant difference between biological and social concepts only when it has accessible and complete information about people with disabilities. It is not the disease that creates restrictions on activity, but the living conditions that society can offer to people with disabilities [3, p. 55-56].

In the scientific literature there is no single definition of inclusive learning. Thus, M. Tchaikovskiy understands inclusive learning as the process of general education development, which includes everyone, as well as people with disabilities [31, p. 8].

According to V. Bondar, inclusive education is a joint stay and training of persons in need of correction of physical and/or mental development, with their healthy peers [26, p. 16].

From the point of view of A. Kolupiaeva, inclusive education is a flexible, individualized system of education of children and youth with special needs in the conditions of an educational institution of general type at the place of residence. Inclusive learning involves a comprehensive, systematic, personality-oriented and individualized learning style, overcoming behavioral deviations, socialization of students, requires study and knowledge not only of the structure of the existing developmental disorder, but also the level of social adaptation and communicative activity of each young person. In the process of inclusive learning takes into account the prospects for future development, the relevance of learning a certain form of social behavior, individual preferences and intentions of people with special educational needs [21, p. 22].

According to M. Horban, inclusive education is a system in which healthy youth and young people with disabilities study in the same classroom. Inclusive education involves not only the possibility of inclusion in the general

educational process, but also a special support system that provides it. In this context, an inclusive educational space is a system of diverse social contacts and constructive cooperation of participants in the educational process with the dynamic development of its components to ensure quality education and socialization of children and youth with disabilities [25, p. 63].

After analyzing the definition of “inclusive education” of various scholars, we believe that inclusive education is a comprehensive individualized system of education of children and youth with special educational needs in higher education to ensure one of the basic socio-cultural human rights – the right to education.

Regarding domestic legislation, the Order of the Ministry of Education and Science of Ukraine “On approval of the concept of inclusive education” (2010) interprets inclusive education as a comprehensive process of ensuring equal access to quality education for children with special educational needs by organizing their education in schools based on the use of personality-oriented teaching methods, taking into account the individual characteristics of educational and cognitive activities of such children [19]

Inclusive educational technologies are a type of technological process that is based not on the relationship between object and subject, but largely on the subject-subject relationship, where without the support of participants in the educational process, without the consent of the educational institution, the person with special educational needs, family, and immediate environment it is not possible to ensure the effectiveness of the learning outcome [4, p. 97-98].

The process of forming an inclusive educational environment is based on a general principle that excludes any discrimination; provides for the availability of education in terms of its adaptation to the different needs of all children. At the same time, special conditions must be created for comprehensive education and access to education for people with special educational needs.

The essence of an inclusive approach to creating an educational environment is not to oppose the two educational systems (mass and special), but to bring them closer, eliminate the boundaries between them, use the strengths of each, enrich general pedagogy with special achievements and vice versa [9, with. 15].

One of the means of high-quality and rapid integration of people with disabilities into society is their formation and development in the institutions of socialization, in particular during studies in higher education institutions. In the modern world, education is one of the main factors in maintaining or changing the social structure of society, as well as social, professional mobility of the individual. Education as a factor of mobility greatly increases

the possibility of climbing the social ladder, and in some cases is a condition. This applies to both healthy people and people with disabilities.

Obtaining a comprehensive education for people with disabilities is of particular importance, because their mastery of professional skills allows them to realize their abilities, partially or completely adapt to society [23, p. 64].

An inclusive approach in the education system is that different types of institutions should be open to all children, regardless of their physical, intellectual, social, emotional, linguistic or other characteristics.

One of the most common types of inclusion is inclusive education for children with disabilities. According to the levels of the child's involvement in the educational process, the following types of inclusion are distinguished:

- complete inclusion (recommended for children who, according to the level of psychophysical development, meet the age norm and are psychologically ready to study together with healthy peers according to individual programs);
- combined inclusion (possible for children whose psychophysical development is close to the age norm, but their training in a mass institution must be accompanied by the collective assistance of relevant specialists, including a special education teacher, social worker, psychologist, speech therapist);
- partial inclusion (involves the inclusion of the child in the educational process in part-time mode, when he/she learns the material in the course of individual lessons);
- temporary inclusion (the child is included in the team of peers in the educational institution for a short time during training and during festive educational activities).

Taking into account the principles of special education, correctional and pedagogical process, socio-pedagogical activities, integrated education, two following groups of principles of inclusion in the school are distinguished: the principles of providing favorable conditions for the child (humanism, tolerance, confidentiality, correct terminology, optimism, barrier-free environment, family-oriented support) and principles of organization of education and development of the child (individualized learning, interdisciplinary approach, correctional and compensatory orientation of education, taking into account differences in development, psychological and pedagogical support, help and support, respect for the child's personality combined with the necessary requirements) [ 3, p. 55]

Since Ukraine gained independence in 1991 and chosen a course to build an open democratic society, Ukraine has ratified a number of international documents in the field of human rights' protection, in particular in the field

of ensuring the right to education. These documents define key human rights standards, including the right to education. The United Nations is a recognized international legislator in the field of human rights protection, which in its legislation has defined that the issue of disability concerns the protection of human rights, and not only rehabilitation and social security. In recent years, Ukraine has already made positive changes in the formation of a model of joint rather than parallel education of ordinary children and children with disabilities.

The modern regulatory framework of education of children with special needs is based on the basic normative-legal documents, namely the Constitution of Ukraine; laws of Ukraine: “On the basics of social protection of people with disabilities in Ukraine” (1991), “On the rehabilitation of people with disabilities in Ukraine” (2005), “On education” (2017), “On higher education” (2014) ); decrees of the President of Ukraine: “On the National Strategy for the Development of Education in Ukraine until 2021” (2013), “On measures to address pressing issues of persons with disabilities” (2011), “On additional urgent measures on the creation of favorable living conditions for people with disabilities” (2007), “On measures to ensure the priority development of education in Ukraine” (2010), the Order of the Ministry of Education and Science of Ukraine “On approval of the concept of inclusive education” (2010 Letter of the Ministry of Education and Science of Ukraine № 1/9-498 dated 05.08.2019 “Methodological recommendations for the organization of training of persons with special educational needs in educational institutions in 2019/2020”; Convention on the Rights of the Child (1989), Convention on the Rights of Persons with Disabilities (2006) etc. [5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 25, 26, 27, 28].

An important step in modernizing the education system for children with special needs was the ratification in 2009 by the Verkhovna Rada of Ukraine of the UN Convention on the Rights of Persons with Disabilities, which aims to protect and ensure full and equal enjoyment of all human rights and fundamental freedoms.

Higher education is one of the most effective ways of life. It gives freedom of life choice, spiritual and material independence, forms a worldview and life goals, develops a person’s ability to adapt to changing social situations, adds vitality and harmonizes existence, which is especially important for young people with disabilities [24, p.37-38].

Quality education of young people with disabilities requires the creation of the necessary conditions for this category. One of the important aspects of ensuring the successful activity of students with disabilities is to study

the issue of finding ways to successfully adapt them to higher education and social life.

In modern conditions, the organizational and methodological principles of the educational process in higher education institutions are focused on a student who is developing normally, without taking into account the peculiarities of psychophysical development of students with special needs. The inconsistency of forms and methods of pedagogical influence on such students can create preconditions for the formation of a negative attitude towards learning, deviant behavior. In this regard, the role of joint learning with healthy peers increases, which allows to significantly minimize the processes of marginalization of people with disabilities [23, p. 63].

Full participation in the concept of inclusion is joint training of higher education students with disabilities and/or special educational needs with their peers, cooperation with them, gaining joint experience. It involves the active involvement of each applicant in the learning process and the unconditional acceptance of each person as he/she is.

The purpose of forming an inclusive educational environment in higher education is to give all young people a full social life, active participation in the team, thus ensuring the fullest interaction and care for each other as members of the community [23, p. 64].

On the basis of the Faculty of Social and Psychological Education of Pavlo Tychyna Uman State Pedagogical University the “START” Youth Center was founded in 2018.

The purpose of the Center is to create conditions for the comprehensive development and self-realization of young people in various spheres of public life, the disclosure of its potential, protection of interests and rights; promotion of social formation and development, professional orientation and organization of meaningful leisure, support of talented youth.

One of the priority tasks of the “START” Youth Center is to create conditions for creative development of personality, intellectual self-improvement of youth; affirmation of patriotism, spirituality, morality and formation of universal values; promotion of a healthy lifestyle; creating a favorable environment for youth employment.

To implement the tasks of the “START” Youth Center the main areas of activity are identified:

- 1) Educational and scientific (development of self-government through non-formal education; conducting seminars, trainings, meetings on various aspects of youth movement development).
- 2) Leisure (organization of meaningful leisure of youth; ensuring

- the youth development, promoting the revival of spirituality, strengthening moral principles).
- 3) Information and consulting (providing informational, methodological and advisory assistance to young people; promoting the involvement of young people in international youth, scientific events).
  - 4) Project (support for projects of student government, youth initiatives; active interaction between government and youth at the local level by involving in the development of strategies, development of programs, activities and projects).
  - 5) Mentoring (support for student government projects, youth initiatives; active interaction between government and youth at the local level by involving in the development of strategies, development of programs, activities and projects).

In the Youth Center, each event is developed according to the directions and tasks of the Center, the interests of student youth must be taken into account, all activities have a common goal: unlocking the potential of youth; promoting the social formation and development of youth; self-realization, self-improvement of youth; patriotism; formation of universal values; promotion of a healthy lifestyle; organization of meaningful leisure.

The “START” Youth Center is a favorable environment that provides opportunities for the development of active youth through a combination of leisure, non-formal education and personal growth [22].

In order to effectively form an inclusive educational environment to ensure the comprehensive development of student youth, the “START” Youth Center holds events for students with special educational needs. In general, it is inclusive tourism, psychological training, motivational meetings, educational events on current topics that concern student youth. In order to ensure equal rights between students in the organization and conduct of activities for student youth, there is a mandatory principle of “peer-to-peer”, which ensures the provision and dissemination of reliable information through confidential communication as equals within organized non-formal learning.

The advantages of applying the principle of “peer-to-peer” in the organization of events for student youth are that students communicate with each other more time, better understand the needs of their environment, trust each other more, better tuned to mutual understanding.

During the formation of an inclusive educational environment to ensure the full development of student youth, the principle of “peer-to-peer” is a socially useful activity of young people, which is to create favorable

conditions for the organization of education of people with special educational needs.

The key priorities in an inclusive educational environment are: social adaptation of the child at each age stage of development; natural conformity of educational tasks, methods, techniques both to the child's capabilities and to the general logic of development; development of information culture, communicative competencies, skills to interact with other people; creating a barrier-free educational environment not only physical but also psychological. All of the above makes it possible to distinguish three components of an inclusive educational environment: a barrier-free physical and psychological environment and special learning conditions. It is on such components that an inclusive educational environment is formed in the institution of higher education and in the youth environment [25, p. 146].

Introduction of inclusive learning is a complex, ambiguous problem that requires consideration and development of legal, psychological and pedagogical, program-content, socio-psychological principles. Thus, the process of integration of young people with disabilities in a single educational environment is an irreversible process at the present stage of development of society and its humanistic values.

At the present stage of development and formation of an inclusive educational environment, inclusive education is gaining meaningful importance and is becoming an important model of education that needs constant improvement.

The formation of an inclusive educational environment in higher education is an important component in the integration of young people into society and the creation of favorable conditions for youth development.

In an inclusive educational environment in a higher education institution, the student must feel that he/she is an individual, but also part of a larger society, it is inclusive education that provides an opportunity to meet all the needs of students who were previously separated from other people.

From the above it can be concluded that the qualitative formation of an inclusive educational environment in higher education will contribute to the comprehensive development of student youth, as ensuring one of the basic socio-cultural human rights – the right to education and comfortable conditions for education of people with special educational needs in higher education, is a necessary characteristic of a developed society.



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