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## THEORETICAL FOUNDATIONS OF TRAINING FUTURE TEACHERS TO IMPLEMENT SOCIAL REHABILITATION OF CHILDREN WITH DISABILITIES

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The article describes that the integration of children with disabilities into society requires the development of new theoretical approaches to their education, upbringing and organization of all life activities, resulting from an in-depth analysis of modern problems of special education both in our country and abroad. It was found out that the preparation of future teachers for correctional and rehabilitation work with children with disabilities is a component of their professional development. The author analyzes the problems of forming the readiness of future teachers to work with this category of children from the point of view of modern foreign and domestic approaches and substantiates the main directions of their use in the study of the features of specialists' readiness for professional activities in the field of correctional education.

The author proved that children with disabilities are significantly limited in life, which in turn significantly affects social adaptation, which causes developmental disorders, complications in self-care, communication, training, and mastery of future professional skills. This is possible under the condition of creating a system of early social rehabilitation of children of this category in the implementation of professional, medical and social rehabilitation of persons with disabilities. Necessary for successful and effective work on social rehabilitation of children with visual impairments is the intensification of work to create conditions for the adaptation of children with visual impairments in public, social and cultural life. Governmental and non-governmental organizations are working together to create counseling and educational centers for parents raising children with special needs, and communication clubs. The essence of the concept "social rehabilitation" has been clarified; it is defined as the final result of rehabilitation activities, which can be achieved only in a combination of actions within the framework of all the above-mentioned directions, because it is during their implementation that a true and full restoration of the abilities of a child with visual impairments to social functioning is possible. The expediency of using physical therapy to prevent, reduce and eliminate existing deviations and disorders in physical development and motor readiness of blind children and children with partial visual impairments, which will promote the development of spatio-temporal components of motor actions, coordination, accuracy and agility. It was found that the process of social rehabilitation of visually impaired children includes four stages of social rehabilitation: family (up to 7 years), school (7 - 18 years), labor (until retirement age), and post-employment. Interaction and cooperation with parents of visually impaired children allows to further coordinate work with teachers in the direction of strengthening such children's independence, assistance in moving, acquainting them with atypical buildings outside the education institution. It was found that rehabilitation measures for children with disabilities should be expanded through the development of social rehabilitation, which should begin early enough so that children in this category at an early age can maximize their natural abilities without separation from family and in a timely manner to become most fully integrated into society.

**Keywords:** children with disabilities, children with visual impairments, social rehabilitation, boarding schools, early rehabilitation, educational space.

*Дмитренко К. А. «Теоретичні засади підготовки майбутніх педагогів до здійснення соціальної реабілітації дітей інвалідів»*

У статті охарактеризовано, що інтеграція дітей з обмеженими можливостями в суспільство, потрібна розробка нових теоретичних підходів до їх навчання, виховання і організації всієї життєдіяльності, що впливають з глибокого аналізу сучасних проблем спеціальної освіти як в нашій країні, так і за кордоном. З'ясовано, що підготовка майбутніх педагогів до корекційно-реабілітаційної роботи з дітьми з обмеженими можливостями є складовою їхнього професійного становлення.

Автором здійснено аналіз проблем формування готовності майбутніх педагогів до роботи з означеною категорією дітей з точки зору сучасних зарубіжних і вітчизняних підходів та обґрунтовано основні напрямки їх використання при дослідженні особливостей готовності спеціалістів до професійної діяльності у галузі корекційної освіти.

Автором доведено, що обмежені можливості у дітей виявляються у істотному обмеженні життєдіяльності, що в свою чергу, істотно впливають на соціальну дезадаптацію, яка зумовлює порушення в розвитку, ускладнення в самообслуговуванні, спілкуванні, навчанні, оволодінні в майбутньому професійними навичками. Це можливо за умови створення системи ранньої соціальної реабілітації дітей даної категорії при здійсненні професійної, медичної та соціальної реабілітації осіб з обмеженими фізичними і психічними можливостями. З'ясовано сутність поняття "соціальна реабілітація" – кінцевий результат реабілітаційної діяльності, який може досягатися тільки в сукупності дій в рамках всіх названих вище напрямків, бо саме під час їх реалізації можливе справжнє і повноцінне відновлення здібностей дитини з порушеннями зору до соціального функціонування. Визначено доцільність використання занять з ЛФК для попередження, ослаблення та ліквідації наявних відхилень і порушень у фізичному розвитку і рухової підготовленості сліпих і слабозорих дітей, що сприятимуть розвитку просторово-часових компонентів моторних дій, координації, точності, спритності рухів. Виявлено, що процес соціальної реабілітації дітей з порушеннями зору включає в себе чотири етапи соціальної реабілітації: сімейна (до 7 років), шкільна (7 - 18 років), трудова (до моменту виходу на пенсію за віком), посттрудова. Взаємодія і спільна праця з батьками дітей з вадами зору дозволяє у подальшому скоординувати роботу з педагогами у напрямі підкріплення у таких дітей самостійності, допомозі при пересуванні, ознайомленні їх нетиповими спорудами за межами освітнього закладу. З'ясовано, що реабілітаційні заходи для таких дітей мають запроваджуватися у сфері соціальної реабілітації, насамперед ранньої соціальної для максимального розвитку природних здібностей таких дітей без відриву від сім'ї і в подальшому своєчасно та найбільш повно інтегруватися в суспільство.

**Ключові слова:** діти з обмеженими можливостями, діти з вадами зору, соціальна реабілітація, інтернатні заклади освіти, рання реабілітація, освітній простір.

**Introduction.** Analysis of statistics from the World Health Organization shows an increase in the number of children with disabilities in the world. Today, there are almost 200 million children with health problems.

In Ukrainian society, as in the rest of the world, there is a growing trend in the number of children with disabilities, and, worst of all, the incidence of child disabilities has doubled in the last decade.

Disabilities in children are manifested in significantly limited life activities, which in turn significantly affect social maladaptation, which leads to developmental disorders, difficulties in self-care, communication, learning, mastering in the future professional skills.

Assimilation of social experience by such categories of children, their inclusion in the existing system of social relations requires from society (parents, educational institutions) special approaches, measures, means and efforts (these can be special programs, special centers, rehabilitation centers, etc.). Note that work in this direction should be based on knowledge of patterns, tasks, the essence of the process of social rehabilitation.

The aim of the study is to conduct a theoretical analysis of the problem of social rehabilitation of children with disabilities, including children with visual impairments.

Thus, the creation of a system of early social rehabilitation of children of this category in the implementation of professional, medical and social rehabilitation of persons with disabilities will form a comprehensive rehabilitation system in Ukraine, to implement targeted universal policy.

A large number of scientific works of scientists, such as I. Ivanova, A. Kapska, L. Koval, I. Zvereva, V. Lyashenko, M. Malafeev, V. Teslenko, etc., are devoted to the problem of social rehabilitation of children with disabilities.

The above allows to generalize the accumulated scientific experience of practical work with children with disabilities (T. Nosova, J. Petrochko, V. Tkachova, K. Shcherbakova and others).

Thus, the relevance of the research topic is due to the need to introduce new practices of rehabilitation work with children with disabilities, the introduction of new methods of working with this category.

**Analysis of recent researches and publications.** In modern science there are a significant number of approaches to the theoretical understanding of the problems of children with disabilities in general and the social rehabilitation of the disabled.

The author's opinion is that considering the sociocentric theories of personality development (E. Durkheim, T. Parsons, R. Spencer) we note that their teachings on social problems of a particular individual through the study of society as a whole are opposed to the anthropocentric approach of R. Andreeva, L. Vygotsky, E. Erickson, F. Giddings, I. Kon, A. Mudrik, J. Piaget, G. Tarde, J. Habermas, and other scientists, which reveals the psychological aspects of everyday interpersonal interaction [8].

In our opinion, the structural-functional approach is noteworthy (K. Davis, R. Merton, T. Parsons). Based on the problems of disability as a specific social condition of the individual (model of the role of the patient T. Parsons), social rehabilitation, social integration, social policy of the state in relation to the disabled, which is specified in the activities of social services to support families, children with disabilities [5].

Note that the basis of socio-anthropological approach (E. Durkheim) regarding disability studied standardized and institutional forms of social relations (social norm and deviation), social institutions, mechanisms of social control [16].

Worth noting in our study is the theory of symbolic interactionism (N. Zalygina, J. Mead, etc.), in which human limitations are described using a system of symbols that characterize this social group of people with disabilities.

However, it is in the theory of labeling (the theory of social reaction) (R. Becker, E. Lemerton) to denote people with disabilities appears the concept of "deviant". Disability is considered as a deviation from the social norm, the bearers of this deviation are labeled - disabled [10].

However, it is the phenomenological approach that distinguishes the sociocultural theory of non-typicality (E. Yarskaya-Smirnova) of children with disabilities, which is broadcast by all his social environment [10].

Summarizing, we emphasize that according to the Declaration of the Rights of Persons with Disabilities (UN, 1975), a disabled person is any person who can not fully or partially meet the needs of normal personal and (or) social life due to lack of congenital or not, his (her) physical or mental capabilities [2].

However, a partial solution to these social and educational problems of such children is possible by increasing the availability of ICT for certain categories of the population [13], the introduction of open access repositories with educational and scientific content, which will provide alternative ways of acquiring knowledge despite temporal or spatial constraints.

ICT will be a significant factor in positive change, as their application allows to attract more participants at lower cost, meet the requirements of social justice for all groups, opens wide prospects for improving the quality of education, its accessibility for people with mental and physical disabilities, promoting equal access to information and educational services, full and fruitful social integration [13]. The aim of the article is to clarify the theoretical foundations of social rehabilitation of children with disabilities, consider the essence of the concept of "social rehabilitation", determine the content and features of the concept of "socio-pedagogical rehabilitation with family", to clarify the feasibility of ICT for children with disabilities opportunities [14].

**Results.** The period of childhood is associated with difficulties in socialization, education, civic education, personality development, its entry into society, personal, professional self-determination. Children with disabilities have these difficulties are compounded by physical and mental health problems that complicate the socialization and functioning of such children in society.

A critical point in the life of a child with disabilities, no matter what kind of defect he suffers from, is the period when he begins to realize that his external data are different from other people and tries to predict the consequences for him of these differences. If the people around the child do not pay attention to the defects and inconveniences that it brings to the child, moral and mental tension gradually decreases. If a child becomes the object of ridicule and bullying from peers and others, there is a severe internal conflict, the consequences of which are difficult to predict.

The development of social experience by children with disabilities, their inclusion in the existing system of social relations requires from society certain additional measures, tools and efforts.

But the development of these measures should be based on knowledge of the laws, objectives, essence of the process of social rehabilitation. Successful implementation of the technology of social rehabilitation allows to instill

in the child the necessary physical and labor skills, to help form an adequate model of behavior in society, to develop skills of self-care, household orientation.

There are several types of adaptation of children with disabilities to the social environment:

Socio-psychological adaptation is expressed in the restructuring of the dynamic stereotype of the individual in accordance with the new requirements of the environment.

Socio-psychological adaptation is the optimization of the relationship between the individual and the group, the convergence of the goals of their activities, value orientations, the assimilation of individual norms and traditions of groups, entering into their role structure.

Social adaptation is a constant process of active adaptation of the individual to the conditions of the social environment. These types of adaptation, although they have their own specific features, are manifested as a whole, in a single process of adaptation of the child to new life situations. The process of adaptation to the social environment is continuous.

However, it is usually associated with drastic changes in the life of the individual. Thus, children with disabilities are children with physical and mental disabilities who have a disability due to congenital, hereditary, acquired diseases or consequences of injuries, confirmed in the prescribed manner.

Children's disability significantly limits their livelihoods, leads to social maladaptation due to impaired development and growth, loss of control over their behavior, as well as the ability to self-care, movement, orientation, learning, communication, employment in the future. These restrictions undoubtedly affect the child's behavior, his relationships with others and in other areas of his life, creating certain "barriers" in the way of children with disabilities and their families to a normal life.

However, with the help of comprehensive social rehabilitation, socio-pedagogical and socio-psychological means, especially in the early stages of child development, it is possible to prevent or reduce restrictions, lay the foundations for the development of a stable personality capable of successful integration into society.

Disabilities in children are marked by significant limitations in life, which leads to social maladaptation due to impaired development and growth of the child, ability to self-care, movement, orientation, control over their

behavior, learning, communication, employment in the future [9].

That is why the most common in the modern psychological and pedagogical literature are the concepts of "children with special needs" and "children with disabilities". The term "children with disabilities" covers the category of persons whose activities are characterized by any limitations or inability to perform activities in a way or within a framework considered normal for a person of this age [9]. This concept is characterized by intemperance or insufficiency in comparison with the usual behavior or activity, can be temporary or permanent, as well as progressive and regressive.

In our opinion, social rehabilitation of children with disabilities is a system of pedagogical, psychological and socio-economic measures aimed at restoring the social status of this category of children, the formation of knowledge, skills, abilities that promote maximum independence and successful integration in society.

Note that social rehabilitation includes the following areas: psychological and pedagogical (Braille, general or additional school education, mastering the knowledge, skills and abilities of self-control and conscious behavior, forming an active life position), social and labor (professional orientation, training or retraining, rational employment), cultural and household (training in self-care and orientation skills, aesthetic education, organization of life in accordance with the needs of a child with visual impairments).

In our opinion, social rehabilitation should also be considered as the end result of rehabilitation activities, which can be achieved only in a set of actions in all the above areas, because it is during their implementation possible real and full recovery of a child with disabilities to social functioning. . Thus, social rehabilitation is a process that lasts throughout the life of a visually impaired person.

There are four stages of social rehabilitation of this category of children: family (up to 7 years), school (7 - 18 years), labor (until retirement age), post-labor.

Currently in Kharkiv region, educational institutions (boarding schools) are the primary institutions that provide social rehabilitation of children with disabilities with visual impairments.

This situation is due to the inaccessibility of specialized children's educational institutions for children with visual impairments and the closure of most educational and industrial enterprises.

It should be noted that the social and educational process of social rehabilitation of visually impaired children in special (correctional) boarding schools in Kharkiv includes three stages and covers the entire period of study at the educational institution.

The first stage is primary education, the second is basic (incomplete secondary) education, the third stage is secondary education.

It should be noted that at each stage the teaching staff faces different goals and objectives, therefore, changes in the content of psychological and correctional classes.

Primary school or school of the first degree (1st - 4th grades) is designed to ensure the formation of the child's personality, holistic development of its capabilities, correction of developmental disorders, treatment, hygiene and vision protection, the formation of skills and desire to learn.

Implementation of special tasks for the correction of malformations and compensation for impaired functions in the learning process is carried out in combination with special individual and small group classes on the development of visual perception, touch (in the blind), therapeutic physical education (TPE), rhythmic, social and domestic orientation (SDO), orientation in space.

The purpose of SDO in primary school is to help a child with visual impairments to adapt to school life, to be actively involved in the social and educational process of a boarding school.

Classes on SDO are expanding ideas about the domestic and social spheres of human life, filling gaps in preschool, usually home education. Achieving this goal makes a child's life at school more comfortable, increases his status in the family, enriches his knowledge and skills that make him feel independent [3].

Rhythmic and exercise therapy solve the problem of spatial orientation and development of motor skills. The scheme of rhythmic lessons in boarding schools consists of four elements: exercises for orientation in space; rhythmic and gymnastic exercises; dance movements (dances); games (role-playing, finger, etc.) [3].

Exercise classes are used to prevent, reduce and eliminate existing abnormalities and disorders in physical development and motor fitness of blind and partially sighted children. In addition, they contribute to the development of spatio-temporal components of motor actions, coordination, accuracy, agility.

In primary school, children develop skills in the use of canes, they are introduced to different

groups of landmarks, taught to navigate in the school building and on the school grounds. Teachers take into account the composition of students, their opportunities in terms of learning, education and socialization. It should be noted that along with students with normal intelligence, groups with children with functional cognitive impairments, pedagogically neglected (who did not attend a children's school, who came from public school), as well as with reduced intelligence of organic origin.

The complexity and heterogeneity of the contingent of students in boarding schools in Kharkiv necessitate the organization of individual, group (8-9 people), subgroup (2-3 people) and joint (30-40 people) classes on spatial orientation.

The author proves that this work allows you to individually form and improve orientation skills; develop the ability to walk in a group (this is mandatory in various trips to the theater, to a concert); teach children to help each other, care and help each other; develop the ability to walk with an attendant.

Let's emphasize another important aspect – working with parents of visually impaired children. As a rule, the teacher explains to parents how important it is to give children freedom and independence, teaches them to help them move, tells how to get acquainted with new premises, streets, vehicles and more.

It is worth emphasizing that career guidance work is carried out in the primary classes of boarding schools for visually impaired children. For them, in lessons and after school hours, they are introduced to the professions available to children in this category. For this purpose, fiction and radio programs are used, excursions to enterprises and institutions are held, meetings with visually impaired adults who have been able to succeed in any field of professional activity are organized.

During excursions to institutions, children are not only told about their professions, but also given the opportunity to tactilely get acquainted with various tools and machines. After the first stage of social rehabilitation at school, children master the methods and techniques of visual and theoretical thinking; reading and writing skills, numeracy, image comprehension; self-care skills, mobility, orientation, which are necessary for children of this age for independent living in school and family.

The school of the second degree (5 - 10 classes) lays the strong foundation of general educational preparation necessary for the graduate

for continuation of education and full-fledged inclusion in a life of a society.

At this stage of education in schools for visually impaired children the tasks of developing correctional and compensatory processes at a higher level (switching, variability in the structure of polysensory perception, etc.), the formation of techniques and methods of self-correction, socio-psychological regulation and adaptation. That is why the curriculum retains hours for SDO classes and spatial orientation, the content of which varies depending on the skills and abilities acquired at the previous stage of the rehabilitation process.

The purpose of the SDO at this stage is to master the knowledge and skills that children will need after graduation and facilitate social and psychological adaptation in society. The content of classes on social and domestic orientation includes the following topics: "Personal hygiene", "Nutrition", "Clothing and footwear", "Housing", "Family", "Culture of behavior", "Transport", "Trade", "Medical care", etc.

In our opinion, classes on "Personal Hygiene" are interesting, because they allow children to master the skills of hygiene, vision, touch, skin care, maintaining and strengthening their health. Also worth noting are classes on "Nutrition", they involve introducing children to basic foods, ways of cooking and storing food, setting the table.

The thematic classes "Clothing and Footwear", "Housing" contribute to the expansion of self-care skills, they include daily care for clothes, shoes and housing. Ways and means of establishing personal relationships in the family, group, class, public places are revealed in the topics "Family" and "Culture of Behavior". In general, visually impaired children in such classes learn the rules of behavior at the table, in museums, libraries, cinemas, clubs and other public places. Effective mastering of these skills is ensured by the presence in boarding schools for visually impaired children living room, kitchen, dining room, hygienic room, a set of rooms equipped with real household items. Students are introduced to the sphere of social and domestic activities (services, institutions, organizations), develop skills of communication with healthy people, while using special teaching methods such as explanations, demonstrations, role-playing games, excursions.

In high school, spatial orientation classes are aimed at improving the skills acquired by children in primary school. At this stage, teachers acquaint children with the streets, intersections, transport, in addition, there is individual work

with children who came to the boarding school from a mainstream school and do not have even basic orienteering skills.

In our opinion, the most effective form of work in high school is binary classes, which are conducted jointly by teachers of spatial orientation and SDO. Such classes are held in shops, transport and various institutions and allow children to develop skills of communication with employees (traders, conductors, etc.), behavior in public places, the purchase of any goods.

At the third stage, the preparation of visually impaired children for future employment in schools for children with visual impairments is conducted in two areas: training in labor lessons; organization of work in school workshops in which students

Secondary school is the school of the third degree (11 - 12 classes) should ensure the completion of the cycle of general education and the formation of initial professional and pre-professional knowledge and skills. It is at this stage that all schools for visually impaired children in Kharkiv region have organized pre-vocational training for students, which is necessary for their full integration into society, getting a decent job and building a successful career and life. For initial professional and pre-professional training, specialized classes (massage, humanities, mathematics) are created on the basis of schools, and teaching in specialized classes is conducted by teachers from medical colleges and free educational institutions with whom school administrations have concluded agreements.

After graduating from the profile class, which provides initial training in the specialty "Nurse in Massage", graduates have the opportunity to be enrolled in the exams for the second year of medical college. It is worth noting that studying in specialized classes allows students to gain in-depth knowledge of the disciplines required for the entrance exams to the higher educational establishments.

At this stage, spatial orientation classes are conducted individually, taking into account previously formed skills and needs of students. These classes are aimed at ensuring that the future graduate learns to navigate in the building and on the territory of the educational institution, which he plans to enter after graduation, to get home, dormitory, shops and organizations he needs.

After completing social rehabilitation in special (correctional) boarding schools in Kharkiv region, the graduate adequately perceives the world around him and has an idea of what place in

this world he could and would like to occupy; represents its capabilities and is able to realize them to the maximum; is able to maintain the required level of mental and physical health; has a well-developed emotional sphere and spiritual values; having knowledge at the level of state standards in general education subjects, studying in a specialized class, receives vocational education and the opportunity to study further.

**Conclusions.** Thus, the social rehabilitation of people with disabilities is one of the most important tasks of modern systems of social assistance and social services.

In our opinion, it is necessary for successful and effective work on social rehabilitation of children with visual impairments to intensify work on creating conditions for the adaptation of children with visual impairments in public, social

and cultural life. Government and non-governmental organizations are working together to create counseling and educational centers for parents raising children with special needs and communication clubs.

The author's view on this issue notes that taking into account international and domestic practice, which replaces the isolated integrated education of children with disabilities, will effectively integrate education and upbringing of this category of children.

Rehabilitation measures for visually impaired children should be expanded through the development of social rehabilitation, which should begin early enough to maximize the development of natural abilities of children, without separation from family and, in the future, timely and fully integrated into society.

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